

**BOURNEMOUTH UNIVERSITY**

**SENATE**

**Wednesday 28 October 2015, 2.15pm**

**Board Room, Poole House, Talbot Campus**

**AGENDA**

		<b>Paper</b>	<b>Timing</b>
<b>1</b>	<b>Welcome, apologies and declarations of interest</b>		
<b>2</b>	<b>Minutes of the Meeting of 3 June 2015 (VC)</b> 2.1 Matters Arising 2.1.2 Academic Leadership (Prof T McIntyre-Bhatty)	SEN-1516-08  Verbal Report	<b>2.15</b>
<b>3</b>	<b>Report of Electronic Senate Meeting of 7 October to 14 October 2015</b>	SEN-1516-09	
	<b>PART A – Vice-Chancellor’s Communications</b>		<b>2.25</b>
<b>4</b>	4.1 BU 2018 and HE Sector Update 4.2 REF 2020 Planning (Prof J Fletcher) 4.3 National Student Survey (Presentation by Mr R Pottle)	Verbal Report  SEN-1516-10  Presentation	
	<b>PART B – Debates</b>		<b>3.10</b>
<b>5</b>	5.1 Education Excellence (Dr D Holley, Dr C Van Raalte, Dr R Sahandi, Ms E Mayo-Ward)	Presentation	
	<b>PART C – Other Reports</b>		
<b>6</b>	6.1 Senate Annual Report 2014/15 (For approval – Prof J Vinney) 6.2 Quarterly Global BU Update (For Discussion – Dr S Minocha) 6.3 Proposed Changes to 6A – <i>Standard Assessment Regulations: Postgraduate Research Degrees</i> (For Approval - Prof T Zhang)	SEN-1516-11 SEN-1516-12 SEN-1516-13	
	<b>PART D – Routine Committee Business</b>		<b>4.25</b>
<b>7</b>	<b><u>Terms of Reference</u></b> 7.1 Academic Standards Committee Terms of Reference 7.2 Education & Student Experience Committee Terms of Reference 7.3 University Research and Knowledge Exchange Committee Terms of Reference  <b><u>Minutes of Standing Committees</u></b> 7.4 Education and Student Experience Committee Minutes of 23 September 2015 (unconfirmed) 7.5 Academic Standards Committee minutes of 7 October 2015 (unconfirmed) 7.6 Faculty of Management Academic Board minutes of 7 October 2015 (unconfirmed)	SEN-1516-14 SEN-1516-15 SEN-1516-16  SEN-1516-17 SEN-1516-18 SEN-1516-19	

	<p>7.7 Faculty of Health &amp; Social Sciences Academic Board minutes of 8 October 2015 (unconfirmed)</p> <p><b><u>Minutes of Research Committees</u></b></p> <p>7.8 University Research and Knowledge Exchange Committee Minutes of 30 September 2015 (unconfirmed)</p>	<p>SEN-1516-20</p> <p>SEN-1516-21</p>	
<b>8</b>	<p><b>Any other business</b>  <b>Please Note:</b> items of any other business should be notified a week in advance to the Secretary of Senate.</p> <p>8.1 Committee Memberships</p>	<p>Verbal Report</p>	<b>4.25</b>
<b>9</b>	<p><b>Dates of next meeting:</b>  <b>Electronic Senate – 9.00am on Wednesday 3 February 2016</b>  <b>Senate Meeting – 2.15pm on Wednesday 24 February 2016</b></p>		<b>4.30</b>

BOURNEMOUTH UNIVERSITY

UNCONFIRMED

SENATE

## MINUTES OF A MEETING OF SENATE HELD ON 3 JUNE 2015

- Present: Prof J Vinney (**Chair**)  
Mr C Allen; Mr J Andrews; Mr G Beards; Dr C Bond; Dr C Chapleo; Prof J Fletcher; Ms J Forster; Dr R Gunstone; Mr A James [Agenda Items 1 to 5]; Mr S Jukes; Ms J Mack (Secretary); Prof C Maggs; Ms E Mayo-Ward (SUBU) [Agenda Items 1 to 5]; Prof S McDougall; Prof T McIntyre-Bhatty; Dr S Minocha; Ms J Quest; Prof E Rosser; Dr H Thiel; Prof G Thomas; Prof K Wilkes; Prof T Zhang
- In attendance: Ms R Collins [Agenda Item 4]; Ms J Davey [Agenda Item 5]; Dr L Farquharson [Agenda Item 5]; Ms M Frampton (Policy & Committees Officer); Mr T Hearing [Agenda Item 5]; Mr G Rayment (Corporate Governance & Committee Manager)
- Apologies received: Ms M Barron; Prof I MacRury; Prof A Mullineux; Prof S Page; Ms C Schendel-Wilson (SUBU); Ms A Stevens

**1. WELCOMES, APOLOGIES AND DECLARATIONS OF INTEREST**

- 1.1 The Chair welcomed members to the meeting and apologies were noted as above.
- 1.2 The Chair also welcomed Prof Christine Maggs in her role as Executive Dean of the Faculty of Science & Technology.
- 1.3 Mr Clive Allen, Dr Carol Bond, Dr Chris Chapleo and Ms Jill Quest were attending their last meeting of Senate as Elected Members as they had reached the end of their terms of office (although Ms Quest and Dr Chapleo were free to stand for re-election for a second term). The Chair gave thanks for their valuable contribution to Senate and advised that elections would take place late Summer/early Autumn 2015.

**2. MINUTES OF THE MEETING OF SENATE HELD ON 25 FEBRUARY 2015**

The minutes of 25 February 2015 were approved as an accurate record.

Ms Mack provided an update to Section 2.1.3 – Classification, listed on page 5 of the previous minutes. The new classification bands would now be implemented with effect from the 2016/17 academic year, rather than the 2015/16 academic year, in order to coincide with the introduction of SITS. This decision would not have any impact on students.

**2.1 Matters Arising**

- 2.1.1 Item 6.1 – Annual Review of Assessment Regulations and 6L – Implementation of the Regulations - Section 2.1.2 – Submission of Coursework, Regulation 6A Section 9.1 – 9.2  
This item would be discussed under Agenda Item 2.2.
- 2.1.2 Item 6.2 – Integrated Masters Assessment Regulations and 2A – Awards of Bournemouth University: Policy incorporating change and new titles relating to Integrated Masters Awards - Section 3.1 – 2A – Awards of the University: Policy  
This item would be discussed under Agenda Item 2.2.
- 2.1.3 Section 8 – Any Other Business – Pay Progression Form  
Mr Andrews and Prof Fletcher had been advised of the difficulties encountered by academic staff in completing the Pay Progression Form. The matter had been discussed at the Embedding Fusion Steering Group and further discussion would take place with Mr Philip Downes to introduce an electronic version of the Pay Progression Form.

It was anticipated the new electronic Pay Progression Form would be available before October 2015. A number of onerous sections of the current form had not been included in the new form. It was noted that the form currently in use should still be completed if the new electronic form had not been finalised before October 2015.

#### 2.1.4 Section 8 – Any Other Business

Mr Andrews advised that a lot of work had been carried out to locate additional working space for the Faculty of Science and Technology (SciTech). In the interim, SciTech had been allocated office space which had been vacated by the Students' Union. Mr Andrews would look into Prof Magg's request that further resources be provided to complete the refurbishment of the allocated space available to SciTech.

<b>ACTION:</b>	Mr Andrews to consider options available for further refurbishment of the ex-SUBU offices now allocated to SciTech.
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<b>ACTION BY:</b>	Chief Operating Officer
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## 2.2 **Ratification of Chair's Actions**

### 2.2.1 Fair Access Agreement

The 2016/17 Fair Access Agreement was circulated to Senators on 8 April 2015 for comment and approval. One amendment suggested by Senators, to correct an out-of-date reference to inflationary fee increases, had been made and it had now been submitted to the Office of Fair Access (OFFA). A response from OFFA was expected in early July 2015.

**Approved:** Senate approved the 2016/17 Fair Access Agreement.

### 2.2.2 Clarification of Section 9 – Submission of Coursework of 6A – Standard Assessment Regulations (all awards)

The papers which clarified Section 9 of 6A – *Standard Assessment Regulations (all awards)* regarding the late submission of coursework had been included in the electronic Senate meeting papers for approval.

**Approved:** Senate approved the clarified wording of Section 9 – Submission of Coursework of 6A – *Standard Assessment Regulations (all awards)*.

### 2.2.3 Award Titles for Integrated Masters Programmes

The papers which confirmed the new award titles for Integrated Masters programmes in 2A – *Awards of the University* had been included in the electronic Senate meeting papers for approval.

**Approved:** Senate approved the amended wording of 2A – *Awards of Bournemouth University*, and approved the proposal that all future Integrated Masters award titles would include 'with Honours' in the award title.

## 3. **REPORT OF ELECTRONIC SENATE MEETING OF 13 TO 20 MAY 2015**

3.1 The report of the Electronic Senate meeting of 13 to 20 May 2015 was noted.

## 4. **REVIEW OF CODE OF PRACTICE ON FREEDOM OF SPEECH**

4.1 The Education Act 1986 required the University to issue and keep updated a Code of Practice on Freedom of Speech. The University's current Code of Practice on Freedom of Speech was last reviewed in July 2012. The revised document took account of Universities UK (UUK) Guidance on External Speakers in Higher Education Institutions (HEIs) and the University's responsibilities under anti-terrorism legislation.

4.2 The updated Code of Practice on Freedom of Speech would also be reviewed by the University's Audit Risk and Governance Committee on 30 June 2015 and their recommendations would be made to the University Board for approval on 10 July 2015.

4.3 **Noted:** Senate noted the revised Code of Practice on Freedom of Speech.

## 5. DEBATE

### 5.1 Academic Leadership

- 5.1.1 Prof McIntyre-Bhatty introduced those colleagues who would join the debate. Within the Faculty Development Consultation (FDC), opinions had been requested regarding programme and framework leadership as when programme leadership was discussed within the University, the terminology used could be very mixed.
- 5.1.2 The FDC had agreed that programme leadership was important and should be valued. The discussion held by FDC had resulted in agreement that programmes should be allocated to Departments and it was suggested that programmes should replace frameworks, although Masters frameworks should be retained.
- 5.1.3 Senators were requested to consider programmes and education and to give some thought to the three points below:
- We no longer require frameworks within the programme and departmental leadership structure of Bournemouth University
  - What should we expect from our Professoriate within Departments in terms of direct roles and in terms of academic leadership?
  - What is the role of the Professoriate, enacted through the Dean's Advisory Group(s) both within and across Faculties?
- 5.1.4 As a new member of BU academic staff, Prof Maggs initially was not familiar with frameworks and she believed they could be seen to be contradictory in relation to grants and could also be confusing to external examiners. Prof Maggs was pleased to hear that the University was considering moving towards Programme Leaders as these roles held the most responsibility for the University's programmes.
- 5.1.5 Upon joining the University in 2006, Mr Hearing was sceptical about frameworks and had initially been involved in leading the PG Media framework which had consisted of seven programmes. In the case of PG Media, the framework had benefitted the co-ordination and collaboration of students in the framework, and this had allowed the University to manage resource allocation and all aspects of students' learning in a co-ordinated way. It was noted that this had not worked at undergraduate level as it had been limiting with regards to the programmes brought into frameworks. Further thought should be given to the levels of recruitment required and how the University would manage small cohorts. Mr Hearing believed that shared ownership of students across frameworks would work well as students would benefit hugely and they would enjoy the shared delivery of speakers.
- 5.1.6 The title of Programme Leader was believed to be the correct title for a staff member who had leadership responsibilities. However, further thought should be given to the title of Framework Leader as they were seen to be the key person to effectively drive a framework forward. Further thought should also be given to teaching and subject management. Historically, the University had Subject Leaders, which had been a useful way to bridge teaching, research and professional practice and who could manage and motivate.
- 5.1.7 Within the Faculty of Health & Social Sciences (HSS), Heads of Departments were not yet in place. Frameworks had developed over time and had allowed cross-teaching and the Framework Leader role had developed into a key leadership role.
- 5.1.8 Within the ex-Business School area of the University, the Framework Leader's role had become very complex and staff received a large amount of queries relating to many different types of programmes. In the case of the former Business School, the role of a Head of Department was vital. With the introduction of a good structure, a large number of Framework Leaders should be in place who would feed into the Head of Department. The Head of Department role would then be more strategic. Moving forward there were a lot of ideas to think about with regards to Framework Leaders and whether Framework Leaders would still be required at postgraduate level. Dr Farquharson would like the Professoriate to become more involved in decision making. It was suggested that the introduction of an Advisory Group who could make decisions and communicate with Faculty Executive Teams regularly would be beneficial to Faculties as they would be a form of communication between the Professoriate and Heads of Department.

- 5.1.9 Mr Allen agreed with the discussion so far and concurred there was a difference between undergraduate and postgraduate programmes. A Programme Leader was the person who held together the essence of the programme. Having Programme Leaders in place at undergraduate level tended to work very well as Programme Leaders could mentor each other. It was noted that at Masters level in the ex-School of Tourism, that Framework Leaders would often gather all students from one framework in one lecture theatre which was very useful as many students were international students who had similar questions.
- 5.1.10 Dr Bond suggested that a structure should be put into place which addresses expertise and knowledge, and education delivery and structures, which could be neatly aligned and possibly spread across more than one Faculty. Dr Bond advised that frameworks addressed education delivery in some cases better than others and a framework of small programmes would be a sensible idea. Whatever the final model agreed upon, the model would need to be flexible and should also have the ability to integrate the need for academic knowledge and programme delivery. Succession planning was very pertinent and could be used to build academic expertise in each area.
- 5.1.11 Mr Jukes believed that there was too much emphasis on the terminology used within the University. Historically, there had been an attempt to bring programmes together. This now happened naturally within the University. Mr Jukes believed that the introduction of a suite of programmes with common projects would work well.
- 5.1.12 Prof Rosser advised that within HSS, Framework Leaders bring together innovation and group practice and carry out a lot of people management. Framework Leaders were valuable members of staff. Programme Leaders were focused on their programmes and need to be able to address a lot of issues and work closely with the programme group. This develops excellence across the programme. Prof Rosser meets regularly with Framework and Programme Leaders and the synergy worked well within HSS, Prof Rosser was an advocate of retaining Framework Leaders. Mr Jukes commented that Prof Rosser's description of HSS Framework Leaders was similar to the Head of Department role within the ex-Media School, which therefore referred back to the use of terminology within the University.
- 5.1.13 Prof Thomas agreed with Prof Rosser confirming that Framework Leaders worked well within HSS and it was critical to have matrix structures e.g. Deputy Deans and Heads of Department as these roles provided many opportunities to share good practice.
- 5.1.14 Prof Rosser explained that research suggested that some Professors had become divorced from teaching, and others had to balance their portfolio with engagement with programmes and research. Stakeholders believed that the Professoriate should be embedded within programmes in Faculties, as students would welcome the opportunity to work and learn from the Professoriate.
- 5.1.15 Mr Wilkes added that a good Programme Leader was extremely valuable to a programme, although generally, Programme Leaders did not tend to feel valued. Programme Leaders should be selected very carefully as they had a significant influence on a programme.
- 5.1.16 Dr Gunstone suggested that the University could carry out some research to examine the framework/programme structures currently in place in other HEIs. Some more established universities had roles in place such as Head of Teaching, Head of Year, Head of Education or Head of Research which could be given consideration at BU.
- 5.1.17 Prof Maggs commented that the Deans' Advisory Groups should be more broadly constituted without a fixed membership in order that issues could be addressed as they arise by the appropriate staff members. The Group would not have Terms of Reference in place, as the meetings would be informal. A recent Deans' Advisory Group meeting which the Chair had observed had been constructive with very useful discussion taking place. It was suggested that some Professors would be very successful as Research Leaders and it was important that Professors were recognised as being as diverse as academic staff.
- 5.1.18 Dr Minocha suggested that the University was at the stage where it could give consideration to shared leadership across various roles in Professional Services and academic areas. It had now been identified that some titles, language and terminology had reached the end of their 'shelf life' and the University now had an ideal opportunity to provide clarity about Fusion in action and provide Fusion leadership in a structured way. Dr Bond agreed with Dr Minocha's

comments, but added that she believed that structures could either facilitate or hinder some staff members and there had been difficulties in the past whereby it had been problematic locating the appropriate person to make a decision.

- 5.1.19 Prof McIntyre-Bhatty drew the discussion to a close advising that further thought was still required around the role of the Professoriate in relation to academic leadership and academic citizenship in Departments. All Professors were very different and had an abundance of expertise to lead Faculties and Departments effectively. The discussion would now continue at Deans' Forum meetings and then at Executive level as well as more broadly.

## **6. VICE CHANCELLOR'S COMMUNICATIONS**

### **6.1 BU 2018 and HE Sector Update**

- 6.1.1 The fourth round of delivery planning had recently been completed and the budgets for 2015/16 were being finalised. A clear financial plan and vision was in place and the priority now was to maintain levels of both intellectual and physical investment and to seek to make a healthy surplus.
- 6.1.2 The 2015/16 academic year would be the first year of deregulation of student numbers and therefore the University would need to adapt to the external climate. The University would be building its finances in such a way that it would be resilient moving forward.
- 6.1.3 KPI6 (League table composite rank) indicated that the University aimed to be within the Top 50 of the composite League Tables rank. KPI6 was a composite of all three University League Tables (The Guardian University League Table, the Complete University Guide and the Sunday Times University League Table). The University had risen 8 places to 63<sup>rd</sup> in the 2016 Guardian University League Table and had also risen 11 places to 54<sup>th</sup> in the 2016 Complete University Guide League Table, to a high of 54<sup>th</sup> nationally. The 2015 NSS results were due to be published in August 2015 and the Sunday Times University League Table results would be available in September 2015.
- 6.1.4 The Chair highlighted that the response rate for the latest NSS survey was around 80% which was an excellent result, and the Chair thanked those who had been involved with this achievement. The increased response rate would hopefully have a positive effect on the University's NSS results for 2015.
- 6.1.5 It was anticipated that global engagement will continue to provide opportunities but the political environment around visas and net migration will remain challenging over the next few years and UK Universities would continue to lobby the Government. It was understood that options were also being considered for a teaching equivalent to the REF, although no details were yet available.
- 6.1.6 There was potentially some good news for research, but was science/STEMM-focused, however this included a continued risk of potential increases in research concentration. This would be an ongoing challenge to the University.
- 6.1.7 It was anticipated there would be funding cuts to the Department for Business, Innovation and Skills (BIS) budget in the forthcoming Comprehensive Spending Review. The recent Queen's Speech had focused on the delivery of manifesto pledges without reference to Higher Education (HE). The HE Bill had not yet been ruled out but certainly was not a Government priority at present.
- 6.1.8 The EU referendum was expected to take place before 2017, and could be as early as May 2016. National lobbying and a major public campaign was underway to represent universities. If the referendum resulted in the UK withdrawing from the EU, this would be detrimental for HE overall.
- 6.1.9 A pilot study had been undertaken by the Higher Education Academy (HEA) which involved 21 diverse providers who performed a retrospective data modelling exercise on 2012/13 student achievement outcomes using a common Grade Point Average (GPA) system. The results of the pilot study had recently been published in a report.

- 6.1.10 The GPA system would have benefits to UK HE in terms of greater granularity in awards, international recognition, and the potential to encourage student motivation and engagement. Several universities, including Oxford Brookes and University College London were already using the GPA system alongside the traditional degree classification. The HEA would carry out further consultation across the sector and with employers and professional, statutory and regulatory bodies.
- 6.1.11 The HEA GPA Report recommended that a single GPA scale for UK HE should be adopted by all UK providers. The scale would run from 0.0 up to 4.25 for the equivalent of A+ or over 75%. A dual system may be put in place for approximately 5 years which would report on both GPA and Honours Degree Classification (HDC) outcomes. A review would then take place to look at the adoption of GPA. The Chair encouraged Senators to read the HEA GPA Report.
- 6.1.12 In the 2014 Autumn Statement, the Government had announced its intention to introduce a new loan system for Postgraduate Taught (PGT) students. The loan would be available to anyone under the age of 30 who was accepted to study a PGT Masters course. The loan would be an income contingent loan of up to £10,000. At the 2015 Budget, the Government had also announced its intention to introduce income contingent loans of up to £25,000 for Postgraduate Research students. These announcements would hopefully provide the University with many postgraduate opportunities.
- 6.1.13 Dr Gunstone questioned whether there had been any changes to the University's analysis of risk and whether the overall climate appeared to be improving. Prof McIntyre-Bhatty advised that the University reviewed the risk register quarterly and there had been no changes to the data captured in the risk register as all risks had been foreseeable, however the changes in total deregulation would be monitored moving forward.
- 6.1.14 Mr Jukes noted that there was some anticipation that fees may increase post-General Election. Mr Jukes suggested that sustainability of the current system should be fixed before further changes were made.

## **6.2 Key Performance Indicators**

- 6.2.1 Prof McIntyre-Bhatty introduced the latest KPI Report (May 2015) which summarised performance against the KPIs and PIs which had been set out in BU2018. An updated KPI Report would be presented to the University Board on 10 July 2015, however significant fluctuations between the May and July report were not anticipated. It was noted that the next KPI Report presented to Senate would be listed by Faculty rather than School.
- 6.2.2 In comparison to the KPI Report presented to Senate in June 2014, there had been increases in the numbers of staff with doctorates, as well as an increase in the number of academic staff who were now HEA Fellows, although it was noted there were some staff members who were in the process of gaining HEA Fellowship. There had also been some variations in KPI1 (Academic Strength), although there was still progress to be made in achieving the target of 100%.
- 6.2.3 Another substantial change had been in KPI7 (Student/Staff Ratio). The changes made to Student/Staff Ratio over the last two years in terms of the University's achievement, had helped to deliver everything the University had hoped to achieve as part of BU2018.
- 6.2.4 Prof Rosser was pleased to see the increase in number of academic staff with doctorates (KPI8), although she was concerned that a time may come when the figure would not increase to the 70% target due to the fact that some academic staff may have been studying for a doctorate for some time. Prof Rosser questioned whether this was seen to be an issue within the University as the energy being invested in these staff members was not giving the best outcomes. Senators were advised that these issues should be managed by Faculties, who should also give consideration to trajectories within departments.



### 6.3 Global Engagement Plan

- 6.3.1 The final draft of the Global Engagement Plan (GEP) was presented to Senate for input and feedback before finalisation and the formal launch in the 2015/16 academic year. The GEP was an extraction of various global strands within BU2018 which had been combined into a cohesive format which would shape the University's direction of travel for delivering the global vision, values and targets. The overarching plan would be supported by several detailed three-year operational plans which would articulate how the principles set out in the GEP would be delivered across the University.
- 6.3.2 A great deal of engagement had taken place which had helped to create the GEP and Dr Minocha thanked Senators for their engagement.
- 6.3.3 Dr Minocha confirmed that the confidential section of the report was Appendix 6 shown on pages 70 and 71 of the Senate papers, and there was also a large proportion of commercially sensitive information throughout the GEP (e.g. recruitment data, etc). The paper also included the feedback received from a number of workshops and discussions which had taken place, and also referred to the KPI dashboard and the three indicators of performance related to global activity. The suggestions which had been received at the workshops would be further discussed by various Committees moving forward. Dr Minocha agreed to circulate a suitably redacted version of the GEP to Deans which could be disseminated to Faculty Executive Teams.

<b>ACTION:</b>	Dr Minocha would circulate a suitably redacted version of the Global Engagement Plan to Deans which could be disseminated to Faculty Executive Teams.
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<b>ACTION BY:</b>	Pro Vice-Chancellor (Global Engagement)
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- 6.3.4 Senators were requested to provide any comments or suggestions regarding the GEP to Dr Minocha by 30 June 2015, in order the GEP could be finalised by July 2015.

<b>ACTION:</b>	Senators were requested to provide any comments or suggestions regarding the GEP to Dr Minocha by 30 June 2015.
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<b>ACTION BY:</b>	Senators
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- 6.3.5 Prof Zhang commented that the figure of 133 full time overseas postgraduate research students quoted in Objective 5 on page 46 of the Senate papers would increase as it was an objective for the Graduate School to grow postgraduate student numbers.
- 6.3.6 The GEP had mentioned that the University wished to introduce international partners who had similar values to BU. Dr Minocha confirmed that discussion was currently taking place regarding this issue within Hubs of Practice and a lot of feedback was being received from staff members. Moving forward, the GEP would be converted into a smaller digestible version for all staff to view.

## 7. OTHER REPORTS

### 7.1 Proposed Changes to 6A – Standard Assessment Regulations: Postgraduate Research Degrees

- 7.1.1 Postgraduate Research student numbers had been growing substantially over the past few years. The Graduate School had been working on a range of initiatives to look at PhD registration, and in turn had also looked at registration periods for other research degrees. Sector benchmarking, mainly through Alliance Group universities' research degrees had suggested that the University should reduce its maximum registration period for PhD students from 60 months to 48 months for full time students. MRes full time degrees currently had a 12 month minimum registration period. It was suggested that the maximum registration period for an MRes degree should be increased from 12 to 18 months, and MRes part time registration should be increased from 24 to 36 months. Prof Zhang explained that the rationale behind the proposals was to enable timely completion within a realistic timeframe.

- 7.1.2 Dr Bond commented that the maximum periods of registration listed within Section 4.1 of the report were not consistent as the proposed maximum registration for a full time PhD student was 48 months, when the current maximum registration for a DProf student was 60 months. It was also noted that the registration period for a part time EngD student was not listed. Prof Zhang explained that the EngD degree was not currently approved as a part-time programme. Some Senators felt, however, that the policy should still contain provision for a part-time programme should one be approved in future. Prof Zhang advised that the Professional Doctorate programmes were individual programmes which had been validated in previous years, and only the updated information was being presented to Senators.
- 7.1.3 Senators commented that both the MRes and MPhil registration periods for full time and part time students were both less than full time and part time PhD students and it was suggested that all Postgraduate Research degrees registration periods should be consistent. It was noted that students could apply for extensions or suspensions for special circumstances.
- 7.1.4 Mr Jukes suggested that PGR awards and Professional Doctorates be brought in line with the sector, although it was noted within Appendix 1 that there appeared to be a lot of variation of registration periods across various HEIs.
- 7.1.5 Prof Zhang commented that with the exception of PhD awards, all of the other awards listed within Section 4.1 had been validated separately and it was not possible to amend the University's regulation to apply across the board. Each Programme Leader would need to revisit each of the awards.
- 7.1.6 Prof Zhang agreed to carry out further sector benchmarking regarding each PGR award in order that further discussion could take place with the Students' Union, the Academic Standards Committee and Senate. Prof Zhang would also provide overall clarity of the regulations, specifically regarding the length of each award's registration period. It was agreed that the Chair would be advised of any time critical elements and if necessary approval would be sought out-of-committee.

<b>ACTION:</b>	The Graduate School Research Degrees Committee was requested to carry out further sector benchmarking for the registration period of each PGR award, and provide overall clarity of the regulations, specifically regarding the length of each award's registration period
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<b>ACTION BY:</b>	Prof T Zhang
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## 7.2 Review of Senate Membership and Terms of Reference

- 7.2.1 Senators had previously been advised of the proposed review of Senate membership following the implementation of the new Faculty structure. The proposed structure had ensured that the academic voice would not be diminished. A summary of the proposed total Senate membership was included on page 4 of the report.
- 7.2.2 It was recommended that from 2015/16, Senate membership would be amended to comprise 2 elected academic staff representatives from each Faculty, plus one appointed Professoriate representative. This would increase membership from Faculties to 12 in total and would provide an even ratio to the number of staff in Faculties. The Head of the Research & Knowledge Exchange Office would join Senate in order to add particular expertise on matters of research and knowledge exchange.
- 7.2.3 Senate currently had two Professoriate representatives from the Faculty of Management, therefore it was proposed that, having only been appointed this year, Prof Page would continue as representative for the Faculty of Management, with Prof Mullineux, as the longest serving member, standing down. All other Professoriate appointments remained unchanged and would run until 2016/17.
- 7.2.4 Elections would take place late Summer/early Autumn 2015 for two Elected Members for all Faculties. The Faculty of Science & Technology only required one new Elected Member as Dr Gunstone's term of office runs until 2016/17.

- 7.2.5 **Approved:** Senate approved the proposed membership changes and agreed that elections would take place in time for new appointments to commence in 2015/16.
- 7.2.6 **Approved:** Senate agreed that the Senate Terms of Reference reflected the proposed changes, and were recommended to the Board for approval.
- 7.3 Revisions to Senate Committee Structure
- 7.3.1 Following the academic restructuring, the Senate Committee structure had been reviewed to ensure it remained fit for purpose. Two new committees were proposed, the Faculty Education and Student Experience Committees (FESEC) which would report to the Education and Student Experience Committee (ESEC), and a Faculty Research Degrees Committee (FRDC) which would report to the Faculty Research & Knowledge Exchange Committee. The Terms of Reference for each new committee would be drafted for approval by the ESEC and University Research & Knowledge Exchange Committee respectively.
- 7.3.2 The Terms of Reference for Faculty Academic Boards (FAB) had been reviewed and revised to include updated terminology which reflected current practice and the new secondary reporting line with the FESECs. The revised indicative agenda for FABs was in development and would be disseminated with the updated Terms of Reference.
- 7.3.3 **Approved:** Senate approved the revised Senate Committees Structure.
- 7.3.4 **Approved:** Senate approved the revised Faculty Academic Board Terms of Reference.

## 8. ROUTINE COMMITTEE BUSINESS

### Minutes of Standing Committees

#### 8.1 Faculty of Health & Social Sciences (unconfirmed), 6 May 2015

The minutes were **noted**.

#### 8.2 Faculty of Media & Communication (unconfirmed), 29 April 2015

The minutes were **noted**.

#### 8.3 University Research & Knowledge Exchange Committee (unconfirmed), 6 May 2015

The minutes were **noted**.

## 9. ANY OTHER BUSINESS

- 9.1 Dr Bond questioned whether the Fusion Investment Fund competitive funding strands available to staff included a study leave strand. Prof McIntyre-Bhatty advised that study leave was now dealt with as sabbatical leave and approved at Faculty level through the existing process. Further details were available in the Staff Handbook and the Academic Study Leave: Policy and Procedure should be referred to for local decision making.
- 9.2 The Chair thanked Mr Clive Allen, Dr Carol Bond, Dr Chris Chapleo and Ms Jill Quest for their membership of Senate and also for their challenging and constructive contributions to discussions.

## 10. DATE OF NEXT MEETING:

**Electronic Senate** – 9.00am, Wednesday 7 October 2015  
**Live meeting** – 2.15pm, Wednesday 28 October 2015

**BOURNEMOUTH UNIVERSITY**

**ELECTRONIC SENATE**

**REPORT OF A MEETING OF ELECTRONIC SENATE held on  
7 October 2015 (9AM) TO 14 October 2015 (5PM)**

**STATEMENT ON QUORUM**

1. The meeting was quorate with 18 members confirming attendance.

**MATTERS RAISED BY MEMBERS**

2. In response to the circulation of the electronic Senate papers, a number of comments were submitted by the elected academic staff members for the Faculty of Management. These are attached at Annex A, with responses to the points raised.

**OTHER REPORTS**

3. **GRADUATE SCHOOL ACADEMIC BOARD TERMS OF REFERENCE (SEN-1516-01)**

Purpose of the paper: To seek Senate approval to the recommended amendments to the Terms of Reference.

Decision required: Senate is asked to **approve** the amendments to the Terms of Reference.

***Chair's Decision***

No comments received, Senate Terms of Reference **approved**.

**MINUTES OF STANDING COMMITTEES**

4. **ANGLO-EUROPEAN COLLEGE OF CHIROPRACTIC (AECC), ACADEMIC BOARD,  
23 JUNE 2015 (SEN-1516-02)**

Decision required: Senate is asked to **note** the minutes.

***Chair's Decision***

Item noted, no further action.

5. **ACADEMIC STANDARDS COMMITTEE, 14 MAY 2015 (SEN-1516-03)**

Decision required: Senate is asked to **note** the minutes. The proposed changes to 6A – *Standard Assessment Regulations: Postgraduate Research Degrees* which was listed for Senate approval was discussed at the meeting of Senate which took place on 3 June 2015. The paper was not approved, therefore the paper would be updated and resubmitted to Senate at the meeting planned for 28 October 2015.

***Chair's Decision***

Item noted, no further action.

6. **EDUCATION AND STUDENT EXPERIENCE COMMITTEE, 12 MAY 2015 (SEN-1516-04)**

Decision required: Senate is asked to **note** the minutes.

***Chair's Decision***

Item noted, no further action.

#### MINUTES OF ACADEMIC BOARD MEETINGS

**7. FACULTY OF SCIENCE & TECHNOLOGY ACADEMIC BOARD, 28 MAY 2015  
(SEN-1516-05)**

Decision required: Senate is asked to **note** the minutes. There are **no** 'Recommendations for Approval'.

***Chair's Decision***

Item noted, no further action.

**8. GRADUATE SCHOOL ACADEMIC BOARD, 27 MAY 2015 (SEN-151606)**

Decision required: Senate is asked to **note** the minutes. The one 'Recommendation for Approval' was the Graduate School Terms of Reference. The Terms of Reference were approved under Agenda Item 3 of this Electronic Senate meeting report.

***Chair's Decision***

Item noted, no further action.

#### MINUTES OF RESEARCH STANDING COMMITTEE MEETINGS

**14. UNIVERSITY RESEARCH ETHICS COMMITTEE, 20 MAY 2015 (SEN-1516-07)**

Decision required: Senate is asked to **note** the minutes. There are **no** 'Recommendations for Approval'.

***Chair's Decision***

Item noted, no further action.

#### DATE OF NEXT MEETING

**Next in-person meeting:**

Wednesday 28 October 2015 at 2.15pm in the Board Room

**Next Electronic Senate meeting:**

9.00am on Wednesday 3 February 2016 to 5.00pm on Wednesday 10 February 2016

## ANNEX A

### **Comments on Electronic Senate papers received from Erika Borkoles, elected academic staff representative for the Faculty of Management, with responses.**

#### **2.2.5 Page 12 (ASC Minutes) – Student Population Statistics, also 4.1 & 4.2 Page 40**

BU currently doesn't add the extra time if students stopped and restarted their PhDs. What is the effect of this practice on timely PhD completions? 29% is a very poor completion rate for students who do not currently hold BU studentships. It would be good to discuss this at Faculty and Departmental levels and receive advice as to what can we do to improve this situation. I've been here only for 5 months, this has been raised by members of staff at the PhD supervisory training day held by the Graduate School, but I've not come across of any discussions elsewhere regarding this issue.

**General Comment re Course approvals.** Some great fusion courses are being developed, which is really exciting.

#### **Response from Professor Tiantian Zhang, Head of The Graduate School**

*The current maximum full time PhD registration period is 5 years if taken as inclusive of up to 12 month suspensions/deferrals. Therefore for the purpose of calculating the absolute maximum registration period, the clock currently does not stop if students are suspended/deferred for up to 12 months. It should be noted that students are expected to complete within 4 years (and 4 year PhD completion rate is a PI in BU2018) hence when calculating the 4 year PhD completion rates for full time students, periods of suspension/deferral (such as maternity leave, illness et cetera) are being taken into account.*

*For the future, under a proposal to Senate on 28 October the maximum registration period for a full-time PhD registration would be amended to 4 years. On the assumption this is approved by Senate, then deferrals/suspensions will temporarily arrest registration period count for students in those situations, and this will therefore be clearer for students, for supervisory teams, and for systemic calculation of completion rates based upon student records.*

*PhD completion rate discussions have been taking place widely through a range of forums such as University, Graduate School and Faculty committees, supervisory meetings, supervisory training (for both new and experienced supervisors), PGR induction and PGR training programmes et cetera. The proposed revised structure and terms of reference of Faculty Research Degrees Committees should also help in taking these discussions forward.*

#### **2.2.7 Page 23 (ESEC Minutes): Widening Participation Annual Report**

Great to see BU's engagement with under-represented groups in the local area. I wonder if students do apply to study at BU how they are further managed whilst here? Is there an identification system to monitor and help these students to succeed?

#### **Response from Professor Gail Thomas, Director of The Centre For Excellence In Learning,**

*There are a number of mechanisms by which widening participation (WP) students are supported at BU. The Office for Fair Access (OFFA) accountable funding is used to support outreach activities to increase aspirations in those who may not have thought about going to university (we have links with schools and colleges across the region), bursaries/ financial support for students with low income/caring backgrounds, an initiative that supports WP students once they arrive known as GROW@BU (includes a student engagement team and uses the principles of coaching to build independence, resilience and autonomy), the Fair Access Research project which is a longitudinal study over three years looking at the success and experience of WP students at BU and a number of projects are funded each year (staff submit bids for projects that will support WP and the Fair Access agreement Management Group agrees and monitors them). The other sources of support (academic*

*advisers, Library & Learning Services, Additional Learning Services, AskBU, counselling, Chaplaincy, et cetera) are obviously directly supportive of all students including WP students.*

#### **10.1 Page 48 (UREC Minutes). Ethics**

Agree with HSS that there is a need for clarification what constituted research, as all publishable research work must have ethics approval through their institution or other awarding bodies (NHS).

#### **Response from Professor John Fletcher, Pro-Vice Chancellor (Research & Innovation)**

*All research in the form of original contributions and advances to knowledge should be considered for ethics approval as necessary, and as indicated by the research ethics checklist.*

#### **10.2 Page 48 (UREC Minutes)**

It is imperative to have ethics approval for publishable systematic reviews. This is because it is that it may not always be possible for the reviewer to identify the procedures - for example around consent - that were used to ensure ethical practice in the study being reviewed. It might be that some reviewed literature are deemed to be unethical and this needed to be addressed.

#### **Response from Professor John Fletcher, Pro-Vice Chancellor (Research & Innovation)**

*As per Page 48 [the UREC minutes of 20<sup>th</sup> May 2015], reviews of literature, systematic or otherwise, are considered to be ethically neutral and do not normally require University ethics approval.*

#### **12.1 Page 49 (UREC Minutes): Publishing with students**

I'm a new member of staff at BU. I find the practice of reviewing my own PhD student's ethics proposal an unusual practice. Effectively I approve my own research, which defeats the purpose of independent clarification of the ethical manner the research is being conducted. Effectively this practice also puts me at risk, because if the PhD student decides not to observe the approved research guidelines, I cannot refer him/her back to the committee. Hopefully this wouldn't happen, but I feel this needs to be properly regulated.

Regarding undergraduate dissertation ethics approval: The British Association for Sport and Exercise Science (BASES), our external regulatory body will only approve ethically sound research work when considering course accreditation. This leads back to HSS's question, what constitutes research. If a final year student produces a publishable piece of work, do then he/she needs to apply for another ethics approval for publication? In my previous jobs, undergraduate dissertations were not formally reviewed (only if it was clinical in nature or the participants were deemed to be vulnerable). If the work was publishable, then the supervisor and student had to apply for formal ethics approval. I've discussed this point with many of my colleagues in my department and their views are in line with my comments.

#### **Response from Professor John Fletcher, Pro-Vice Chancellor (Research & Innovation)**

*This will be considered further and a response, and/or further guidance, provided in due course.*

#### **AOB:**

Colleagues in the Faculty have asked me to seek clarification about Teaching vs Research contract plans.

#### **Response from Professor Y T McIntyre-Bhatty, Deputy-Vice Chancellor**

*The University has no plans to introduce teaching-only contracts. This would be contra to the core principle of Fusion that underpins the University's Strategic Plan.*

**Comments on Electronic Senate papers received from Milena Bobeva, elected academic staff representative for the Faculty of Management, with responses.**

Could we have an update on the progress of the development of the workload planning framework. Will this be in place before we begin planning for 2016/17 in Feb 2016? How will current citizenship roles such as 'academic advisor' and 'programme leader' be recognised within this framework?

**Response**

*This is not a deliberative item for Senate. The development of the framework, in association with UCU, is a management issue and further details will be cascaded within Faculties as the development progresses.*

Could the unit responsible for the design of the SAP form, edit this to include a contents page at the start to allow for easy navigation to specific sections.

**Response**

*Ref: SAP form development. This is not a deliberative item for Senate. The comment will be passed to HR alongside other comments on the design of the SAP.*





<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	28 October 2015
<b>Paper Title</b>	REF 2020 Planning Process
<b>Paper Number</b>	SEN-1516-10
<b>Paper Author/Contact</b>	Prof John Fletcher / Julie Northam
<b>Purpose &amp; Summary</b>	To set out the process for monitoring and collecting information to help with the strategy for the next REF submission.
<b>Decision Required of the Committee</b>	To note
<b>Strategic Links</b>	BU 2018
<b>Implications, impacts or risks</b>	This strategy helps to mitigate the risk of BU not performing well in the next REF
<b>Confidentiality</b>	Not confidential



## Framework for BU's REF 2020 preparations

The REF 2020 preparations started taking place immediately after the completion and results of REF 2014 were known. The development of REF outputs in general and the measurement of impacts in particular require that the University does not miss the opportunity to present its best case for the next exercise. There have been notifications of some changes in the systems but there are other aspects, including the dates of the next exercise that are not as yet known.

What we do know is that Open Access is going to be very important for the next REF. To meet the requirements BRIAN will be used to support the reviews and exercises. Only outputs recorded in BRIAN (with the full-text uploaded to BURO as appropriate) will be eligible for review. Once the REF 2020 module is ready in BRIAN,<sup>1</sup> academics will use BRIAN to select their outputs for review in each exercise. UoAs making use of citation data (see Table 1) to inform peer review will take the data from Scopus. Only staff with ORCID IDs uploaded to Core will be eligible to be included in review exercises.

RKEO will provide support for all reviews and exercises. Support for the environment and impact elements is also available throughout the REF assessment period from both RKEO and the PVC Research and Innovation.

Until such a time as the REF 2020 guidance is published,<sup>2</sup> the University will use the criteria that was used in REF 2014 (see [REF 2014 Panel Criteria and Working Methods document](#)). All assessments will use the REF 2014 star ratings (1\*-4\*). For outputs the criteria of originality, significance and rigour will be used. For impact the criteria of reach and significance will be used. For environment the criteria of sustainability and vitality will be used.

In order to qualify for REF 2020 all outputs entered into review and mock exercises must have been published since 1 January 2014 or accepted for publication with an expected publication date no later than 31 December 2018. Metrics (Scopus citation data) will be used by reviewers to inform peer review of outputs in UoAs 1 to 11 only. As and when further information is made available regarding any changes that will affect REF 2020 the mock exercises will be modified to take such changes into account where appropriate.

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<sup>1</sup> Awaiting confirmation of release date from the supplier.

<sup>2</sup> Sector-wide consultation expected to be in autumn 2015, with guidance and submission dates published in spring/summer 2016.



To help in the assessment exercises by achieving greater consistency of the assessment of outputs calibration workshops will be held in autumn 2015 for internal reviewers (organised by RKEO) and facilitated by UoA Leaders with support from REF 2014 panel members (where possible). The aim will be for the internal reviewers to develop a shared understanding with respect to assessing output quality. Furthermore, an externally-facilitated impact development session will be organised by RKEO and held in autumn 2015 for impact champions and UoA Leaders. The aim will be for the impact champions to develop a thorough understanding of the REF impact guidelines and how to apply them when assessing a case study, and what constitutes a strong impact case study. Supporting information will be made available to impact champions to cascade to case study authors, etc.

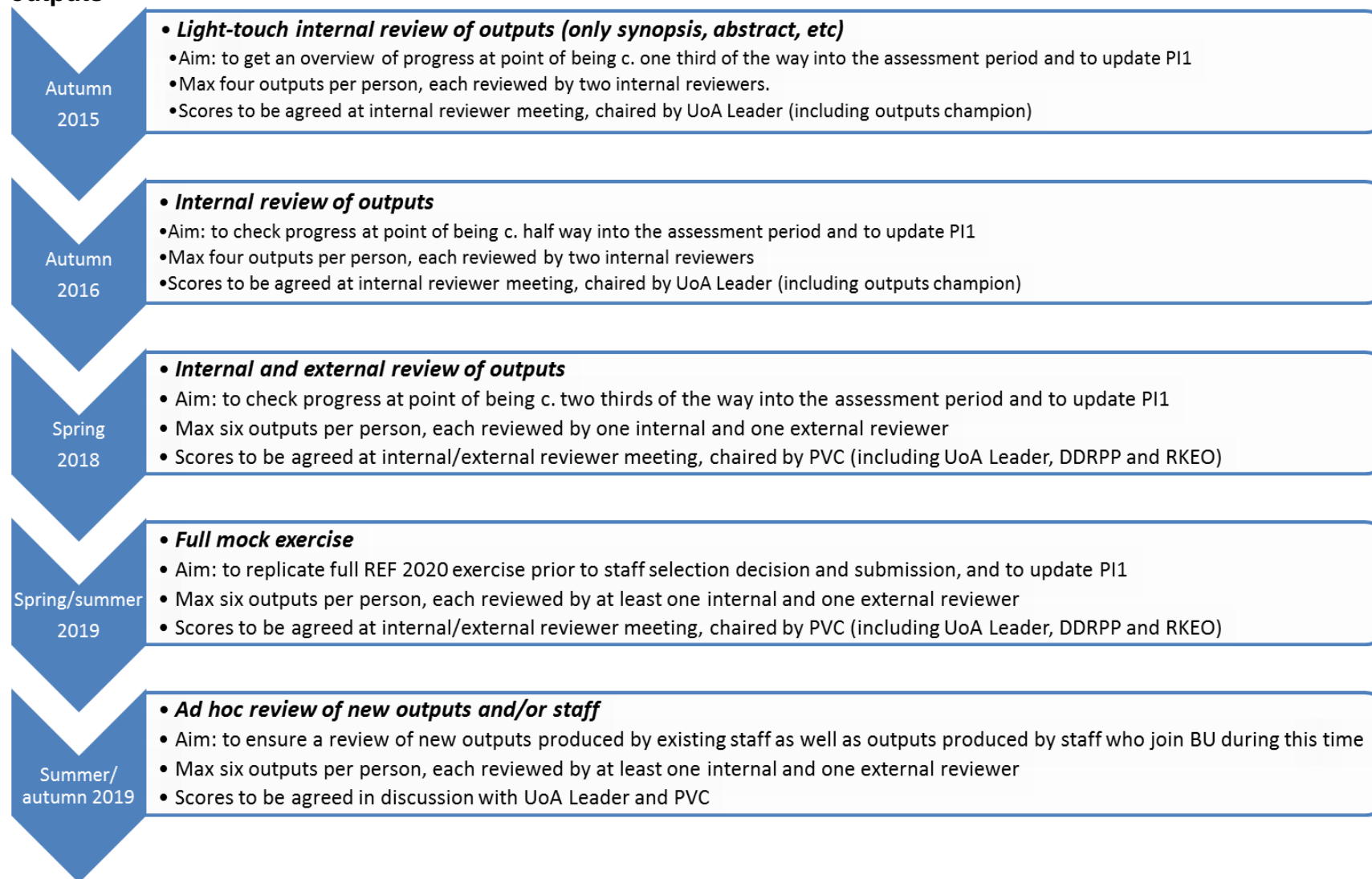
**Timetable for reviews/exercises** - The plan is summarised in Figures 1-3. The mock exercises will adhere strictly to the equality and diversity policy of the University. The REF equality and diversity panel will be re-established from autumn 2015 and will meet in advance of each review/exercise to agree the number of outputs required per academic. Where there are clearly defined circumstances (such as part-time contracts, maternity leave, etc.) these will be checked using HR data wherever possible to minimise the need for academic staff to provide information. For complex circumstances individual academics will need to submit a case to the panel for review. The panel will be chaired by a HR Manager.

	<b>Main panel A UoAs 1-6</b>	<b>Main panel B UoAs 7-15</b>	<b>Main panel C UoAs 16-26</b>	<b>Main panel D UoAs 27-36</b>
<b>Criteria for assessing outputs</b>	See <a href="#">specific panel guidance</a> – Part 2A, points 55-59	See <a href="#">specific panel guidance</a> – Part 2B, points 64-68	See <a href="#">specific panel guidance</a> – Part 2C, points 68-71	See <a href="#">specific panel guidance</a> – Part 2D, points 76-79
<b>Use of metrics</b>	Yes – to inform peer review	For UoAs 7-11 only, citation data will be used to inform peer review	No	No
<b>Additional statements (to be collected and reviewed for all exercises)</b>	<p>1. Statements on the author's contribution when there are seven or more authors and the submitting author is not the lead or corresponding author</p> <p>2. Non-text and practice-based outputs require a description of the research process and content (300 words max)</p>	<p>1. UoAs 11-15 only, all outputs require a 100 word statement on their significance</p> <p>2. Non-text and practice-based outputs require a description of the research process and content (300 words max)</p> <p>3. For reviews a statement identifying the original research or new insights reported is required (300 words max)</p>	<p>1. Any output where the research content and/or process is not evident from the output itself requires an explanatory statement (300 words max)</p> <p>2. In some cases authors can provide a 100 word statement on the output's significance (e.g. prizes or similar recognition)</p>	<p>1. Any output where the research imperatives and process might be made further evident, or where location/medium of the output requires an explanation, an explanatory statement is required (300 words max)</p>

*Table 1: Differences in the assessment of outputs between main panels and UoAs*

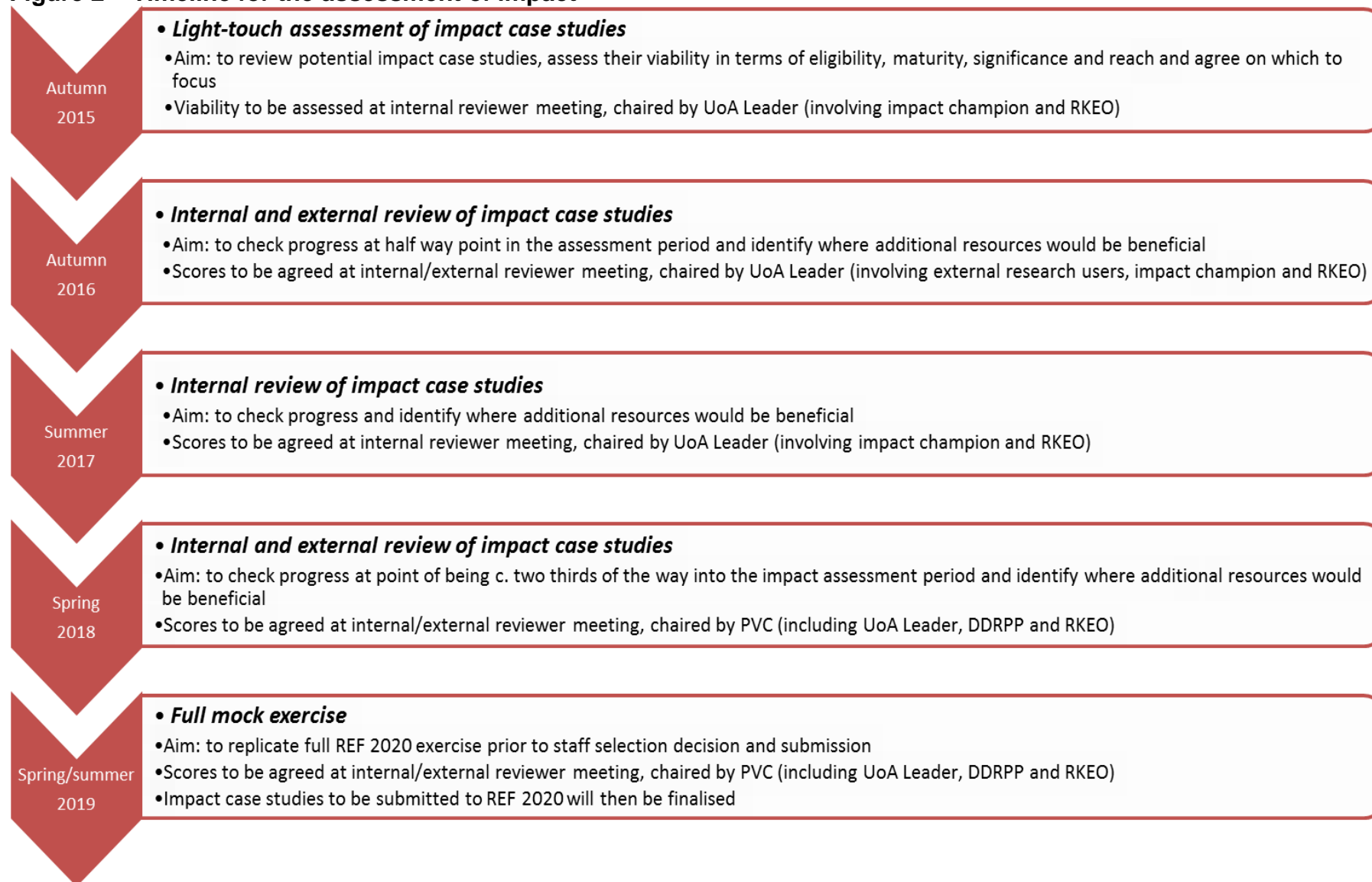


**Figure 1 – Timeline for the assessment of outputs**



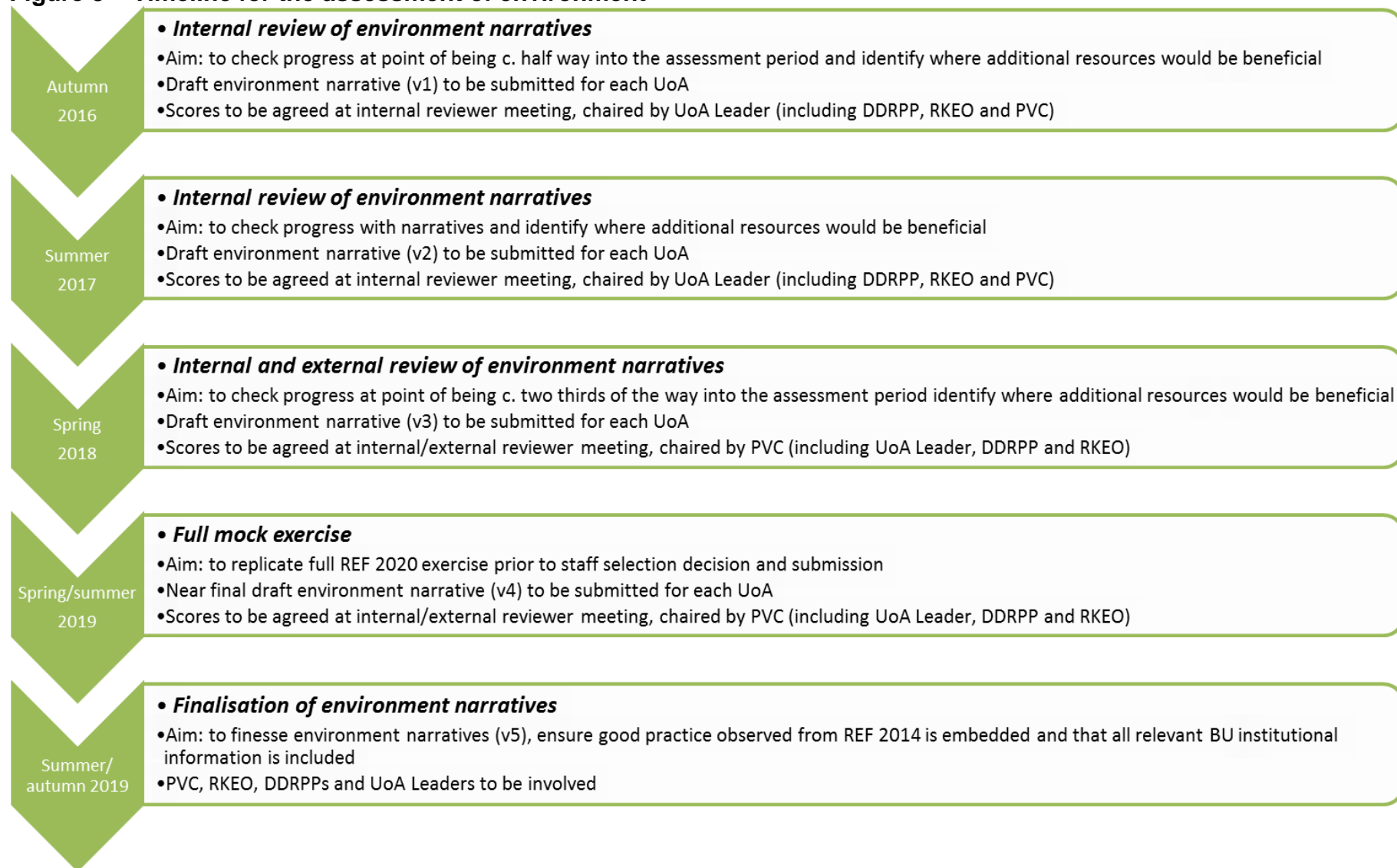


**Figure 2 – Timeline for the assessment of impact**





**Figure 3 – Timeline for the assessment of environment**





## SENATE

<b>Meeting Date</b>	28 October 2015
<b>Paper Title</b>	Annual Report to the Board on the Activities of Senate
<b>Paper Number</b>	SEN-1516-11
<b>Paper Author/Contact</b>	Jacky Mack, Secretary to Senate
<b>Decision Required</b>	To approve for presentation to the Board at its meeting on 27 November 2015.
<b>Confidentiality</b>	Unrestricted. Non-confidential minutes and papers of Senate meetings are routinely published.



## **EXECUTIVE SUMMARY**

### **1 Background and Context**

The revised *CUC HE Code of Governance* places a renewed focus on the Board's role in receiving assurances that academic governance is effective. To this end, minutes of Senate meetings are routinely presented to the Board and those of Senate's key sub-committees are made available to Board members electronically. This additional report draws together the highlights of the Senate meetings to provide a summary overview of the activities undertaken during 2014/15. On the recommendation of the Board's Audit, Risk & Governance Committee, and to strengthen the Board's oversight, this year's report also includes assurances on how Senate and its key committees are reviewing their own effectiveness and ensuring that academic quality is maintained. To ensure appropriate coverage of delegated activities this report also includes an overview of the activities of key Senate committees, the Academic Standards Committee, Education and Student Experience Committee, the University Research and Knowledge Exchange Committee and the Research Ethics Committee.

### **2 Key Risks and Issues**

There are no immediate risks or issues to report in relation to the work of Senate.

Risks relating to student experience, academic quality and standards fall within the University's institutional risk register and on-going risk management process, which is regularly reviewed by the Board's Audit Risk and Governance Committee.

### **3 Prior Scrutiny and Recommendations of Other Committees**

No applicable

### **4 Decision Required**

Senate are asked to approve the submission of the report to the University Board. If approved, the Vice-Chancellor will present the report for information to the Board meeting on 27<sup>th</sup> November 2015.

## **Annual Report of Senate and Key Sub-committee Activity Academic Year 14/15**

### **1. Overview**

Senate is the academic governing body of BU and is responsible to the Vice-Chancellor and the University Board for monitoring and advising on the academic work of the University. Senate normally meets three times each academic year. In 2014/15 these meetings took place on 29<sup>th</sup> October 2014, 25<sup>th</sup> February 2015, and 3<sup>rd</sup> June 2015. Electronic meetings take place two weeks prior to the physical meetings and deal with more routine matters for information which would not normally require debate at the 'live' meeting. Senate maintains oversight of matters relating to academic partnerships, research integrity and quality assurance through the reports of its sub-committees.

### **2. Terms of Reference, Membership and Structure**

Senate reviews its own Terms of Reference annually and also approves all amendments to its sub-committees' Terms of Reference to ensure they remain fit for purpose. All Senate meetings held during the year (including electronic meetings) have been quorate.

The Senate membership has been reviewed during the year following the academic restructuring. In order to ensure good academic governance it is important that Senate continues to have a strong and effective academic voice and it was agreed, therefore, that from 2015/16 Senate membership would be amended to comprise two elected academic staff representatives from each Faculty (as opposed to the previous arrangement of one from each School), plus one appointed Professoriate representative from each Faculty. A nomination and ballot process was held in late Summer 2015 and seven new elected academic staff representatives were successfully appointed and will take up their roles from the 2015/16 academic year.

In addition it was agreed that the Head of Research & Knowledge Exchange (RKEO) join Senate in order to add particular expertise on those matters. The changes were incorporated into revised Senate Terms of Reference approved by the Board on 10<sup>th</sup> July 2015.

The University Executive Team and Deans of Faculties are also members of Senate, together with the President, Vice-President (Education) and General Manager of SUBU. All elected staff representatives are invited to submit matters for discussion to each meeting (via the electronic meetings initially) and any member may raise items via the Senate Secretary. Professor Rosser is the current Senate representative to the Board, and helps to ensure good lines of communication between the two committees.

The Senate committee structure was reviewed during the year to ensure that it remained fit for purpose. As a result, two new Committees were approved in June 2015: the Faculty Education & Student Experience Committee (FESEC) which would report to the Education & Student Experience Committee (ESEC), and a Faculty Research Degrees Committee (FRDC) which would report to the Faculty Research & Knowledge Exchange Committee. Terms of Reference for Faculty Academic Boards (FAB) were also reviewed and revised to include updated terminology and the new secondary reporting line with the FESECs. The Senate Structure Chart is attached at Appendix 1.

### **3. Vice-Chancellor's Updates**

As Chair of Senate, the Vice-Chancellor reports to every meeting on key developments within the HE sector and internal developments and progress in connection with BU 2018, mirroring those updates presented to the Board. During the year these have included particular reference to:

- The Research Excellence Framework submission and outcomes
- Student and academic staff recruitment
- The University's impact on the local economy and regional engagement
- Government policy developments (particularly on HE funding)
- Quality Assessment in Higher Education
- Academic Restructuring

#### 4. Matters raised by elected staff representatives

Matters are normally raised via the electronic meetings and written responses are provided, with the option of bringing matters to the physical meeting for further discussion if necessary (although this is rarely required). A report on electronic Senate is submitted as a standing agenda item at the physical meeting. Written responses to all of these matters were provided as part of the electronic Senate process and no further action was required. Only one matter was raised during the year, seeking an update on performance against the BU2018 Key Performance Indicators (KPIs). KPI progress reports were issued to all Faculties as part of the Delivery Planning process and were also presented to Senate itself in June 2015.

#### 5. Deliberative discussions

Each meeting includes at least one main deliberative item on a topical subject of interest, with additional speakers invited to present to Senate and participate in the debates. In 2014/15 these were:

- The National Student Survey (Oct 2014)
- Technology enhanced learning and its role in facilitating innovation in learning (Oct 2014)
- Shaping our Journey towards a Global BU (Feb 2015, with the Global Engagement Plan subsequently submitted to Senate for consideration in June 2015)
- Key Performance Indicators (June 2015)
- Academic Leadership (June 2015)

#### 6. Approvals

In addition to the Terms of Reference, Senate formally approved the following during 2014/15:

- Amendments to the Assessment Regulations, Section 7.1 'compensation'; Section 11.1 and 11.2 'classification'; and Section 12 'provision for failed candidates'. Amendments to Sections 9.1 to 9.2 'all awards' were referred back for further clarification and subsequently approved at the next meeting in June 2015. (Feb 2015)
- *Standard Integrated Masters Assessment Regulations and Awards of Bournemouth University: Policy* (Feb 2014). This incorporated changes and new titles relating to Integrated Masters awards. One amendment relating to award titles was referred back for clarification and subsequently approved by Senate at its meeting in June 2015.
- The Fair Access Agreement 2016/17. This was circulated to Senators on 8<sup>th</sup> April 2015 for comment and approval, resulting in a correction to an out of date reference to inflationary fee increases being updated prior to submission to the Office of Fair Access.
- Honorary Award Nominations for 2015 were approved via a special electronic Senate meeting, prior to submission to the University Board (April 2015).
- Proposed changes to *6A Standard Assessment Regulations: Postgraduate Research Degrees* were presented to Senate for consideration and approval in June 2015. This was referred back to the Graduate School to undertake further sector benchmarking on the registration period of each PGR award and provide further overall clarity.

#### 7. Other Issues considered by Senate

Senate was also consulted on the Review of the University's Key Governance Documents and noted the proposed changes to the Instrument and Articles of Government, noting in particular the changes in terminology (for example from 'teachers' to 'academics') and the removal of operational detail from the Articles to the Board, Senate and Committees Policy & Procedures document to allow greater flexibility and ease of amendments.

In June 2015, revisions to the University's Code of Practice on Freedom of Speech which took into account the Universities UK Guidance on external Speakers in HEIs and the University's responsibilities under anti-terrorism legislation, were presented to the Senate for consideration and note.

In February, Senate members raised concerns regarding the newly implemented pay progression form for academic staff and the work required to complete the form. These concerns were referred to

the Embedding Fusion Steering Group and would inform the development of an electronic form, with a view to making it less onerous for staff to complete.

Looking ahead to 2015/16, the first meeting of the academic cycle will consider the renewed government policy emphasis on teaching excellence, planning for REF 2020 and the National Student Survey. The minutes of this meeting will be included in the Board packs for 27th November. An independent review of Senate effectiveness will also be commissioned this year in accordance with prescribed best practice.

Archived copies of Senate minutes and papers are available via the staff intranet committee pages and can be made available to Board members via the Clerk. Board members are also welcome to attend Senate meetings as observers by arrangement with the Chair.

#### **8. Key Senate sub-committee activities**

A summary overview of the activities of Academic Standards Committee, Education and Student Experience Committee, the University Research and Knowledge Exchange Committee, and Research Ethics Committee are included in this annual report. A separate summary providing an overview of the quality assurance framework for academic partnerships, highlighting any issues and risks is also included.

## Annual Report to Senate on Academic Standards Committee – Academic Year 2014/15

### 9. Overview

Academic Standards Committee (ASC) is responsible, on behalf of Senate, for setting and maintaining the academic standards of University awards. It meets five times per year, in 2014/15 these meetings took place on 20<sup>th</sup> October 2014, 10<sup>th</sup> December 2014, 4<sup>th</sup> February 2015, 15<sup>th</sup> April 2015 and 14<sup>th</sup> May 2015. Its reporting committees are Quality Assurance Standing Group, Partnership Boards, International and UK Partnerships Committee and Faculty Academic Standards Committees (FASC).

### 10. Terms of Reference

These are reviewed annually for approval at the first meeting of each academic year. There were no changes in 2014/15 other than minor nomenclature updates.

### 11. Regular Reporting

At each meeting of ASC, standard reports are received and noted or discussed where appropriate in relation to:

- Pending External Examiner nominations and appointments.
- Examination teams for Research Degrees.
- Completed Framework/Programme reviews, approvals and reviews for closure.
- Updates to academic partner contracts and new academic partner contracts, see Appendix 2 for details.

### 12. Annual Monitoring and Reporting

In addition to regular reporting items, ASC receives and considers a number of annual monitoring and reporting items. Key points from the ASC review and/or discussion are noted below, where relevant.

Marketing & Communications Annual Report (Sep 2014)

- ASC requested that future reports include a spread sheet to show all inaccuracies identified during audits, the action being taken and the level of importance. ASC agreed that more regular audits would be preferable, possibly quarterly or bi-annually. BU International College information would be included in future reports and an Audit Calendar would be created.

Graduate School Annual Report (Dec 2014)

- ASC agreed that BU should record completion information using the current BU method and the method used by the Research Council. ASC recommended that submission rates and completion rates should be recorded, and moving forward the Graduate School Annual Report should include the numbers of students who had withdrawn or not completed.

Faculty and Partner Quality Reports (Dec 2014)

- All Faculties were putting a process in place whereby Unit Leader of units with a 20% or higher failure rate would be required to write a short report to Exam Boards to explain the high failure rates and the resultant actions being put into place.
- The Business School had piloted Academic Advisers to support students in their final year. Based on the positive results, Academic Advisers for all UG and PG students would be introduced within the BS.
- In Health and Social Sciences changes would be made to the management of feedback, particularly for e-submissions. Peer Review of Education Practice activity and other measures had been introduced to support failing students and to assist with students taking charge of their own academic recovery.
- It was noted in the Yeovil College report that evidence of second marking was not always clear. This would be discussed at the Partnership Board meeting.
- ASC noted that for some programmes MSS data was not available. No published data is available for cohorts of less than 10 students. ASC suggested that colleges should try to obtain feedback through alternative mechanisms where the NSS data was not available.

#### Student Population Statistics (Feb 2015)

- This report provides a detailed breakdown of a range of data on all programme provision including outcomes. ASC agreed that a breakdown of PGT completion rates at programme level would be beneficial to Faculties. ASC recommended that the Student Population Statistics report should be discussed at FASC meetings, and actions taken as appropriate.

#### Educational Development and Quality (EDQ) Annual Report (April 2015)

- ASC requested that future reports include the number of closed programmes which had not recruited and the number of programmes that had run for one year and then closed.

#### Pearson Institutional Review Report (Apr 15)

#### Annual Review of Key Performance Indicators/Performance Indicators (May 2015)

### 13. Approvals

ASC considers and approves new and revised programme proposals for development in relation to the University's overall academic profile and strategic objectives. A total of 12 UG and 23 PG programmes proposals were considered by ASC. Of these, 6 were referred back for further information/review. See Appendix 3 for details.

#### Updates and Amendments to Academic Regulations, Policies and Procedures (ARPP):

- Review of the *Independent Marking Procedure*. This subsequently led to minor updates to clarify the existing process.
- Updates to <sup>1</sup>6A - *Standard Assessment Regulations: Integrated Masters Programmes*, and 2A – *Awards of the University: Policy*. Approval of changes including new integrated Masters Awards titles and updated assessment regulations.
- Updates to <sup>2</sup>6A – *Standard Assessment Regulations: Postgraduate Research Degrees*. Approval of changes to reduce the maximum registration period of study for a PhD from 84 to 48 months.

#### Approval of requests for deferrals:

- Legal Practice Course review (Oct 2014) – required information from PSRB not yet published.
- Independent and Supplementary Prescribing for Nurses and Midwives (Oct 2014) – required information from PSRB not yet published.
- SciTech Faculty Quality Audit (Dec 14) – deferral requested to allow time for new Faculty structures to embed.
- Framework review of MSc Psychology Framework (Dec 14) – programme had undergone significant change in previous year and time for changed to embed was required before any further review.
- Review of MSc Communications & Information Systems Management (Dec 14) – on-going changes to the Defence School of Communication and Information Systems, and planned changes in the military requirements for the programme.
- Partner Review of Sony Computer Entertainment Europe (May 15) – partner undergoing significant changes, likely that programme will close.
- Partner Review of Weymouth College (May 15) – College undergoing significant change so review not appropriate until there is greater clarity of future HE plans.

#### Nominations for Quality Assurance and Enhancement Group (QAEG) membership

- 23 new nominations were considered and approved in 2014/15.

#### Fusion 1 Postgraduate Taught Project

- ASC approved the formation of a Fusion Steering Group and that a Project Manager should be put in place to ensure the success of the project.

#### Kingston Maurward College Shared Delivery Proposal

- ASC approved the new BSc Marine Ecology and Conservation Shared Delivery Programme with the Faculty of Science and Technology and approved the Due Diligence report.

<sup>1</sup> Senate approval required. Approved at the June 2015 meeting of Senate.

<sup>2</sup> Senate approval required. Referred back for further clarification at the June 2015 meeting of Senate.

## Annual Report to Senate on Education and Student Experience Committee – Academic Year 2014/15

### 14. Overview

The Education and Student Experience Committee (ESEC) is responsible, on behalf of Senate, for monitoring and enhancing the overall student experience, including the quality of learning opportunities, education enhancement, pastoral, personal development and extra-curricular opportunities available to students, in line with the aims of the BU Strategic Plan 2012-2018. The committee meets five times per year and in 2014/15 these meetings took place on 23<sup>rd</sup> September 2014, 26<sup>th</sup> November 2014, 2<sup>nd</sup> February 2015, 25<sup>th</sup> March 2015 and 12<sup>th</sup> May 2015. Its formal reporting committees are Student Voice Committee (SVC), Technology Enhanced Learning Strategy Forum, and from the 2015/16 academic year, the new Faculty Education and Student Experience Committee. ESEC may also have items remitted from Faculty Student Forums via SVC. The Centre for Excellence in Learning reports to all ESEC meetings.

### 15. Terms of Reference

These are reviewed annually for approval at the first meeting of the new academic year. In 2014/15 there were minor updates to the membership to include the new PVC Global Engagement and the new SUBU Welfare Officer.

### 16. Regular Reporting

ESEC reviews regular reporting items as well as matters raised by reporting committees.

#### Centre for Excellence in Learning

- The Committee considered a paper titled 'Focus on Employability within the Curriculum' (Nov 2104). The document would be used in conjunction with existing documentation; *Appendix 2B – Curriculum Review* and would provide the links that academic staff need in order to shape and change their curriculum in line with BU priorities. ESEC approved the document being available at Open Days and agreed that it should be included in the Student Handbook.

#### Student Voice Committee

- Mid Cycle Unit Evaluation Report – Initial Findings (Feb 2015)
  - o Mid Unit Student Evaluation (MUSE) was based on a feedback system which was successfully used in other Universities which used standard questions that formed part of the NSS. The first deployment of MUSE took place during week commencing 10 November 2014 and received 11,555 responses. The main challenge appeared to be focused around assessment and feedback, it was important to ensure that all staff continued to learn and ensure that feedback was returned to students in a timely manner. The exercise had been very useful and had prompted reflection on practice and potentially areas of staff development for tutors.

#### Review of Education and Student Experience Plans (ESEPs) submitted from Faculties and Professional Services.

- Key themes from the September 2014 review and discussions:
  - o The focus of ESEPs had been on specific programmes and/or areas for improvement, which had made the ESEPs more concise.
  - o Many actions from previous ESEPs were now recognised as good practice and embedded as 'business as usual'.
  - o Faculties had identified different approaches to assessment and feedback to encourage more innovative ideas and practices.
  - o A small Working Group would be set up to discuss assessment and feedback, innovations and how to make feedback on Turnitin more user friendly, as well as sharing good practice. The ESEC Chair would be happy to be part of the Working Group.
- Key themes from May 2015 review and discussions:
  - o The Centre for Excellence in Learning would introduce a more consolidated view of staff development in the area of pedagogic development.

- ESEC approved the introduction of <sup>3</sup>Faculty Education and Student Experience Committees (FESEC) starting in the 2015/16 academic year.
- The number of applications from students for outgoing study exchanges for 2015/16 had increased from 33 to 95. A new Orientation Week had been delivered in January 2015 for incoming international exchange students.

#### Annual Review of Key Performance Indicators/Performance Indicators (May 2015)

- The target for KPI15 (academic staff on secondment into industry) was 10%, although in a number of areas within BU the figure was much lower at 5%, which was surprising to members. Following discussions by ULT it was agreed that PI15 would be retitled from 'Academic staff on secondment into industry' to 'Academic Staff also working in industry'. Data would be collected via Heads of Departments within Faculties on a bi-annual basis. It was agreed that, to ensure data was complete, the definition would be expanded to include part time hourly paid lecturers.

### 17. Annual Monitoring and Reporting

The annual reports submitted to ESEC are noted below. In addition to endorsing or approving recommendations where appropriate, further key points from the ESEC discussion are also noted.

- BU Student Development Award (Sep 2014)
- Alumni Relations & Fundraising Programmes Update (Sep 2014)
- Peer Reflection on Education Practices (PREP) Annual Reports (Sep 2014)
- Arrivals and Induction Annual Review (Nov 2014)

A Working Group was set up to look at the induction period and improve student experience on integration into their new environment through a phased programme of activities; involving advanced notification of induction events and extra-curricular activities. The University's new processes had worked well and students were receiving interesting opportunities before arrival. Registers were now being taken, inspirational lectures were being delivered and tours were going well.

- Staff Development Annual Report (Nov 2014)

- Student Support Services Annual Report (Nov 2014)

The number of mature students referred for counselling had reduced. The committee felt that BU acted appropriately for those students who required assistance from the counselling service. Members requested more detail on the report regarding WP students. The report was updated and resubmitted to the next meeting and the members were content with the information provided.

- Teach@BU Update (Feb 2015)

- International Mobility of Students Update (Feb 2015)

Historically, there had been an overlap of the dates for incoming and outgoing students who required accommodation. This was being dealt with through Student Services. It was identified that Erasmus students were experiencing difficulties in funding their global activities due to the timing of the release of funds, therefore a revised framework for the Global Horizons Fund was implemented to help address the timing of payments. Low level mobility was not being captured in Faculties. Faculties, through Deputy Deans Education and Professional Practice (DDEPP) were advised that all mobility should be recorded using the student travel insurance register.

- Multi Faith Chaplaincy Annual Report (Feb 2015)

- Dignity, Diversity and Equality Steering Group Annual Report (Feb 2015)

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<sup>3</sup> Approved by Senate June 2015.



- Appeals and Complaints Annual Report (Feb 2015)  
Members asked that in future the report should include the reasoning behind the increases/decreases of appeals/complaints. The report showed that overall the numbers of appeals and complaints submitted in 2013/14 had reduced.
- Widening Participation Annual Report (Mar 2015)  
The Committee suggested that a possible focus on outreach in inner city areas and conurbations. Following the meeting, it was noted that during the 2014/15 academic year, there had been a series of engagements with schools and colleges in London and other cities.
- New Student Essentials (May 2015)
- Postgraduate Taught (PGT) Framework Review: Annual Review (May 2015)

## 18. Approvals

Updates and Amendments to Academic Regulations, Policies and Procedures (ARPP):

- New ARPP 11L - *Third Party and Parental Involvement in Appeals and Complaints* was introduced to provide guidance for staff in dealing with third party representatives. The Committee approved the implementation of the document.
- 11K - *Student Disciplinary Procedure* - A new section was added to the procedure regarding noise nuisance and anti-social behaviour and minor role changes were made. The Committee approved the amendments made to the document (Sep 2014 by Chair's Action).
- 5D - *Academic Adviser: Policy* - Following discussions held by DDEPPs/Associate Deans Student Experience (ADSE) and the papers provided by each Faculty, a policy was developed by the Head of Academic Operations. (Aug 2015 by Chair's Action, ratified at Sep 2015 meeting).
- The University's Policies and Procedures for Academic Appeals and Complaints were reviewed against the key principles of the Office of the Independent Adjudicator Good Practice Framework. All of the recommendations within the report were approved.

## 19. Key Discussions and Debates

Each meeting of ESEC includes a debate section where topics are suggested by members and chosen by the Chair. The following were discussed in 2014/15.

- Are we creating rich, meaningful experiences for our students? (Sep 2014)
- Transforming Assessment Practice (Nov 2014)  
It was agreed that formative feedback was necessary for students and that this should be included in any assignment design. The improvement of assessment briefs would provide a greater contribution to the NSS scores and assignment briefs should be reviewed annually.
- How can we easily manage identifying students most at risk of attrition in semester 1 and followed up in semester 2? (Nov 2014)  
Members agreed on the importance of identifying students at risk of withdrawing from engaging with their programmes. It was agreed to introduce attendance registers to assist with identifying students at risk of leaving university.
- The approach we are taking to discuss student performance at the end of semester 1 and what can be put in place to further encourage and support their learning (Feb 2015)  
It was agreed Faculties should look at the best use of Academic Adviser meetings and ensure the best possible formative and summative discussions take place. All staff should give personal attention to students between the end of semester 1 and beginning of semester 2 to help students improve their performance as they go through their journey at BU. DDEPPs/ADSEs were requested to meet to put together a clear set of expectations/guidelines/indicative content for the Academic Adviser sessions.
- Fair (Anonymous) Marking (May 2015)  
Following discussion, further work would be carried out to look at the principles of demonstrating fair marking and assessment.

**20. Other Key Decisions****- Student Charters (May 2014)**

A Charters Working Group was set up to discuss how BU would benefit from an externally facing statement which reflected BU's culture and setting out BU's commitment to students. Further work would continue throughout the 2015/16 academic year.

**- Units with high failure rates (May 2015)**

The Committee agreed that moving forward all units with high fail rates ( $\geq 20\%$ ) would be required to present a report to the Assessment Board and this requirement should be adopted by all Faculties with effect from summer 2015 and beyond.

**- Plagiarism Offences (May 2015)**

Members suggested that a summary be added to each Faculty Handbook to indicate the number of plagiarism offences which had taken place over past academic year.

## **Annual Report to Senate on the University Research and Knowledge Exchange Committee – Academic Year 2014/15**

### **21. Overview**

The University Research and Knowledge Exchange Committee (URKEC) is responsible on behalf of Senate for leading, promoting and monitoring the University's research and knowledge exchange activity. It meets three times per year, in 2014/15 these meetings took place on 24<sup>th</sup> September 2014, 26<sup>th</sup> January 2015 and 6<sup>th</sup> May 2015. It has one formal Senate reporting committee, the Faculty Research and Knowledge Exchange Committee but also receives regular reports and updates from the REF Committee, HEIF Committee, KTP Steering Group and Research Concordat Steering Group.

### **22. Review of Terms of Reference**

These are reviewed annually and presented for approval at the first meeting of the new academic year. No changes were made in 2014/15 as there were significant changes approved in the 2013/14 academic year (May 2014).

### **23. Regular Reporting**

There are three standing agenda items; Graduate School update, updates from URKEC reporting committees and updates from the Research Staff Representative.

Actions from Graduate School updates:

- September 2014

ResearchPad was to have a system of alerting academic supervisors when something had been added by a student. Deputy Deans Research and Professional Practice would be granted permission to approve the annual review in ResearchPad. The Graduate School set up some usability sessions for ResearchPad with the aim of resolving some of the issues. URKEC was concerned about the lack of research admin support in the Schools/Faculty. A list was drawn up of support available / missing and a job description for a Faculty Research Administrator post was drafted.

- January 2015

The Graduate School produced a list of those that needed to attend supervisory training for experienced supervisors and produced a training plan for future supervisory development.

Updates from URKEC reporting committees:

- Updates from the REF Committee, HEIF Committee, KTP Steering Group and Research Concordat Steering Group are provided at each URKEC meeting. There was one corresponding action over the course of the year. The revised action plan for the European Commission HR Excellence in Research award was circulated to URKEC upon approval by the European Commission.

### **24. Annual Monitoring and Reporting**

In addition to the annual review of the Terms of Reference URKEC also has an annual review of KPI/performance indicators. This takes place in the first meeting of the academic year.

- Annual review of KPI/performance indicators (Sep 2014)

The Chair was responsible for reviewing PI1 (outputs) with the aim of identifying alternative ways of reviewing output quality. A subset of URKEC, Deputy Deans Research and Professional Practice (DDRPP) and the Head of Research and Knowledge Exchange (RKE) met with the Head of PRIME to discuss the current RKE Performance Indicators (PIs) and to consider how they could be applied to monitoring the performance of RKE Centres and Institutes. This matter was discussed at the January 2015 URKEC meeting and it was agreed to postpone this discussion until the 2015/16 academic year. PI5 was identified by the DDRPPs as being significantly underreported. URKEC agreed that there needed to be greater academic engagement with BRIAN and DDRPPs took responsibility for encouraging greater use of the system in their Faculties.

## 25. Approvals

- Revised Code of Good Research Practice (Sep 2014)
  - o URKEC requested some minor changes and the Code was ratified by the Committee by email following the meeting.
- Revised Academic Publication Policy (Jan 2015)
- Research and Knowledge Exchange Office plans for increasing student engagement with BU research (May 2015)
- BU Bridging Fund Scheme (May 2015)
  - o Approved subject to one minor amendment.
- BU Research Data Management Policy (May 2015)
  - o URKEC requested some changes and the Policy was ratified by the Committee by email after the meeting.
- RKE Centres Policy
  - o Provisionally approved outwith committee by email in summer 2015 prior to approval by UET.

## 26. Key Discussions and Debates

In the January 2015 meeting there was a discussion on increasing student engagement with BU research. Actions included enhanced evaluation (ideally using metrics) and suggestions for activities/promotion of activities. In May 2015 there was discussion on compliance with the HEFCE policy on green open access and the next REF. Actions included linking staff appraisals to BRIAN data (e-SAP), information sessions delivered in the Faculties, and adding a reminder message to PC logon screens.

## Annual Report to Senate on Research Ethics Committee – Academic Year 2014/15

### 27. Overview

The Research Ethics Committee (UREC) is responsible on behalf of Senate to promote best ethical practice in relation to research and research related activities. It normally meets three times per year. In 2014/15 two meetings took place on 8<sup>th</sup> October and 20<sup>th</sup> May 2015. In accordance with best practice, the Chair of the Committee, Mr John Stevens, is independent of the University. The Committee is supported by two Ethics Panels who review and approve research ethics applications and ensure best ethical practice is adhered to in research activities. Ethics Panel Members are required to attend training and information awareness sessions at least three times per year to remain up-to-date on ethics developments.

Issues of availability meant that the meeting scheduled for February had to be cancelled. Measures to address this, including the formal appointment of a Deputy Chair, have been put in place to prevent this from reoccurring. There have also been some issues regarding attendance at Panel meetings, and steps are being taken to seek alternates to cover for absent members and help ensure that quoracy is maintained. Procedures have also been put in place during the year to formalise the arrangements for taking forward urgent business between meetings.

The Committee Chair has taken an action to advise Senate on the workings of UREC and its Panels and the Senate Secretary will liaise with him about the possibility of attending a future meeting of Senate in order to take this forward.

### 28. Review of Terms of Reference

These are reviewed annually, most recently in May 2015 where the terms of reference were updated to appoint a Deputy Chair.

### 29. Regular Reporting

At each meeting of UREC, standard reports are received and noted or discussed where appropriate. :

- Science, Technology and Health Ethics Panel
  - o In 2014/15 the Panel approved 36 high risk cases and 114 light touch reviews.
- Social Sciences and Humanities Ethics Panel
  - o In 2014/15, the Panel approved 24 high risk cases and 78 light touch reviews.
- There were no appeals reported.

Reports from the Panel Chairs have suggested that there is broadly an increasing level of engagement, and understanding of, the research ethics process amongst researchers. There was still further training required in some areas, however, and the Committee recommended to the Graduate School that research ethics training be part of the PhD supervisors role.

### 30. Annual Reporting

In the future, following the approval of the Research Misconduct Policy, an annual report will be included on misconduct cases.

### 31. Approvals

The Committee was asked to provide clarity on what constituted research for the purposes of ethical approval. Following consideration at a joint committee/panels away day UREC issued the following guidance: *'Reviews of literature, systematic or otherwise, are considered to be ethically neutral and therefore do not normally require University ethical approval unless required by a Funder, journal publisher or to otherwise demonstrate ethical consideration'*. Further guidance was included on which circumstances might constitute an exception to this rule.

UREC does not itself generally issue ethical approvals but will oversee the process of the two Panels. In exceptional circumstances the Chairs of the Research Ethics Panels may refer matters directly to UREC for consideration. For example, matters deemed too confidential by the Chair of the Panel to

be openly discussed at the Panel will be forwarded to the UREC Chair. These may be dealt with by the formation of a Sub-Committee of senior members of UREC.

### **32. Key Discussions and Debates**

- Devolved authority on decisions that need to be made outside the Committee:  
The Committee agreed that both Panel Chairs and two lay members would have devolved authority to make decisions on behalf of the Committee, and agreement by electronic means would be acceptable. Any decisions could then be reported to the Committee at the next meeting. This process would mainly apply when the decision could not wait until the next Committee meeting.
- Raising the research ethics profile within BU as well as the remit of the Ethics Panels, in order for the importance of this work to be recognised and be appropriately supported.

### **33. Other Key Decisions**

Any decisions made outside the UREC meeting (under devolved authority) will be reported at the following meeting under a new standing item.

## Academic Partnerships Report to Senate – Academic Year 2014/15

### 34. Background And Context

This summary provides an overview of the current partner approval process, the arrangements for oversight of quality and highlights any key academic partnerships risks or issues.

### 35. Partnership Approval Process

Proposals for new partners are subject to institutional and, where applicable, programme approval processes. The process and timescale for new partner approval varies depending on the nature of the proposal, and the scope of activities proposed under the partnership model. Specifically, there are different approval routes and levels of due diligence for the different partnership models. *ARPP 7B – Partnership Approval: Policy and Procedure* provides information on the principles underlying new partnership development and the partnership approval process. This applies to both UK and International partners.

In 2014/15 a new approval process for low risk partnership models including Research/Staff Exchange, Student Exchange (including Erasmus Student Exchange), Recognition and Endorsement was implemented following feedback from Faculties that partner approval for low risk models was taking too long. Partnership Development Proposals (PDPs) that meet pre-defined criteria are scrutinised following Faculty sign-off and Academic Partnerships recommend PDPs to the Pro Vice-Chancellor (Global Engagement), with the accompanying core due diligence reports. If approved by the Pro Vice-Chancellor (Global Engagement), contract negotiations begin and proceed to signature according to the current process, and the approvals are noted at the subsequent IUPC meeting.

Partnership Development Proposals for high risk partnership models including Franchise, Validation, Articulation and Shared Delivery/Programme continue to be considered at IUPC and Academic Standards Committee (ASC) before proceeding to a Partner Approval Event.

### 36. International and UK Partnerships Committee (IUPC)

IUPC is responsible on behalf of ASC for maintaining strategic oversight of partnership development as set out in the BU Strategic Plan 2012-18 with regard to international and UK partnership activity. The Committee is chaired by the Pro Vice-Chancellor (Global Engagement) and membership includes Associate Deans Global Engagement and representatives from Academic Partnerships, Legal Services, the Graduate School and International Marketing and Student Recruitment. During 2014/15, IUPC played a significant role in shaping the global engagement plan.

### 37. Current Partnerships

BU currently has 139 academic partners - 25 in the UK, 46 International, 68 Erasmus+ with approximately an additional 50 partnerships in development. The University at present engages in the following activities for international partnerships: recruitment through progression routes from partner institutions to BU, student exchange, and research/staff exchange. There are no international academic partnerships leading to a BU Award. The partnerships in Europe have been established under the Erasmus+ framework for staff and student mobility. There are 5 partnerships for staff and student mobility in Canada and the USA, with around 7 emerging partnerships for research/staff exchange in Latin America. Partnerships for student mobility and research/staff exchange are clustered in South-East Asia, with some recruitment partnerships in China, Indonesia and Malaysia.

BU programmes continue to be delivered under the Franchise and/or Validation model by Bournemouth and Poole College, Kingston Maurward College, Wiltshire College, Weymouth College, Yeovil College and the Anglo-European College of Chiropractic (AECC). It should be noted that the AECC are going through the Taught Degree Awarding Powers (TDAP) process and are currently awaiting the outcome.

In 2014/15 the University's longstanding partnership with Bridgwater College ended when the final BU students completed the FdA Media Practice programme. The College deliver a number of

programmes validated by other Higher Education Institutions (HEIs) and decided to rationalise their provision with more local providers.

### **38. Quality Assurance of Academic Partnership Provision**

Institutional oversight of programme provision to a BU award is provided primarily through Partnership Boards. The Partnership Board is responsible, on behalf of Academic Standards Committee, for reviewing partner performance and the related student experience, and provides opportunities for developmental discussion. It meets at least once per year and the membership includes the Principal or equivalent from the partner and senior managers from BU. Faculties are responsible for the quality and standards of programmes delivered through the University's partners. This responsibility is discharged through the Faculty Academic Standards Committee. Faculties appoint a Partnership Coordinator who has overall responsibility for management of the Faculty's partner provision. Partnership Coordinators are responsible for overseeing and coordinating Link Tutors within the Faculty who ideally should be subject specialists and operate at a programme/framework level. The termly Partnership Coordinators Forum ensures that there is University oversight at the operational level and also provides an opportunity to share practice and identify areas requiring action.

### **39. Overview of Bournemouth University International College (BUINTCOL)**

BUINTCOL admitted its first students in September 2013 and this partnership with Kaplan is currently the University's only Articulation partnership where students are guaranteed a place at BU if they successfully complete the Kaplan pathway programme and meet the agreed entry requirements. Over the past two years the College has been making positive progress towards recruitment targets and with the opening of the new College building in September 2015 it is hoped that student numbers on the College programmes will continue to increase.

Oversight of the BUINTCOL partnership is through a separate deliberative and management structure to the rest of the University's academic partnerships portfolio. The primary deliberative and management committee through which the academic quality and standards of BUINTCOL are assured is the Joint Academic Board (JAB). The JAB has responsibility for the oversight of academic standards and quality assurance of the preparatory programmes delivered by the College, and ensuring that these are appropriate for the purposes of progression to specific BU programmes. The JAB is chaired by the Deputy Vice-Chancellor and reports to ASC.

The primary management committee for maintaining strategic oversight of the partnership is the Joint Strategic Management Board (JSMB). The JSMB has responsibility for the strategic review and oversight of partnership activities undertaken between the University and Kaplan. The JSMB is chaired by the Deputy Vice-Chancellor and reports to the University Executive Team (UET).

In addition to the governing committees each Faculty linked with the College has identified Academic Liaison Coordinators/Tutors to act as the point of liaison at programme level between key College staff and Faculty staff in order to promote seamless academic and cultural progression for students, both before and during their transition from College programmes to the linked Faculty programmes.

### **40. Key Risks/Issues 2014/15**

#### **Yeovil College**

In June 2015 Yeovil College announced they were removing all of their HE provision from the University Centre Yeovil (UCY) building at Preston Road to the main campus at Mudford Road. The two remaining BU validated programmes at the College (FdSc Computing and FdA Business and Management) will now be delivered at the main campus from September 2015 along with HE programmes validated by other providers. BU undertook a site review of the main campus to establish whether the move would have any detrimental impact on current student cohorts, and to ensure that the resources provided on the main campus were sufficient. It was concluded that the resources, and therefore the overall student experience for the BU programmes would be enhanced with the move to the main College. The College have re-branded the HE provision delivered at the main campus site to 'Yeovil College University Centre'. The University through UET has been in



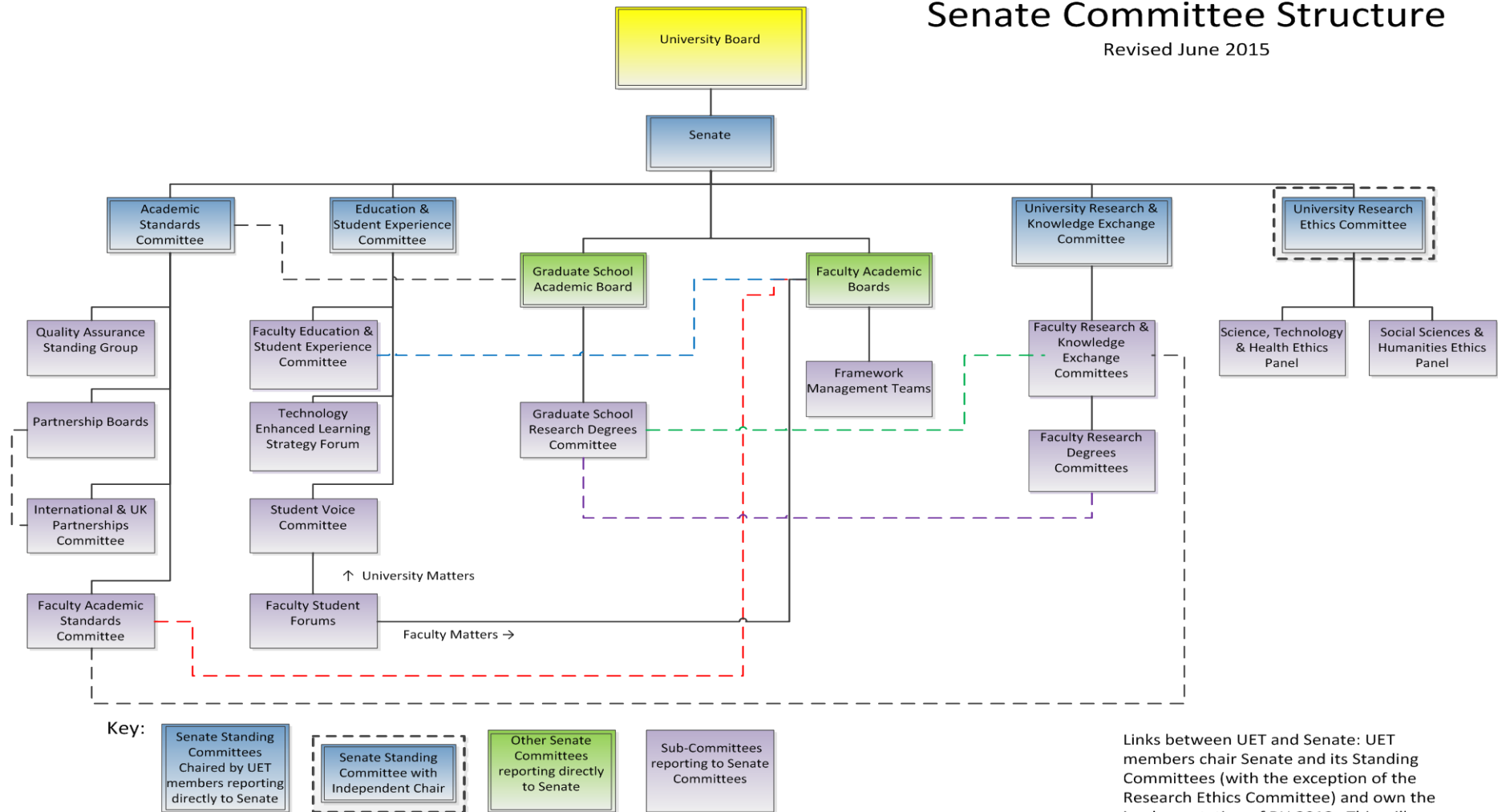
dialogue with Hefce on this move and have also made Hefce aware of the College intentions with regard to their continued use of the term 'University'.

The BU nursing provision in Yeovil will continue to be delivered by BU staff at the UCY building in Preston Road for 2015/16 and arrangements have been put in place to ensure that the appropriate infrastructure is maintained to support this delivery and that the quality of the student experience is maintained.

**APPENDIX 1**

# Senate Committee Structure

Revised June 2015



Links between UET and Senate: UET members chair Senate and its Standing Committees (with the exception of the Research Ethics Committee) and own the implementation of BU 2018. This will inform the work of Senate Committees.

**APPENDIX 2 - NEW PARTNERSHIP AGREEMENTS REPORTED TO ASC in 2014/15 ACADEMIC YEAR**

Organisation	Countries	Schools						Partnership model	Contract type							Agreement Signed	Contract expiry	
		BS	HSC	MS	SciTech	ST	BU		MoU	MoA	RA	SEA	FA	VA	BA			Other
Hogskolen i Telemark	Norway		X					Research / Staff Exchange - Erasmus							X		11/09/2014	01/09/2021
Karlsruhochschule International University	Germany					X		Articulation							X		11/09/2014	01/09/2021
Universidad San Jorge, Grupo SanVelero	Spain	X						Student Exchange & Research / Staff Exchange - Erasmus							X		11/09/2014	01/09/2021
Munich University of Applied Sciences	Germany					X		Research / Staff Exchange - Erasmus							X		08/09/2014	01/09/2021
Hochschule Harz	Germany					X		Articulation							X		28/08/2014	01/09/2021
University of Antwerp	Belgium			X				Articulation							X		28/08/2014	01/09/2021
Hochschule Bremen	Germany		X					Articulation							X		28/08/2014	01/09/2021
Hogskolan Boras	Sweden		X					Articulation							X		11/08/2014	01/09/2021
Hogskolan Dalarna	Sweden					X		Erasmus							X		29/07/2014	01/09/2021
INSEEC Business School	France	X						Erasmus							X		23/07/2014	01/09/2021
St. Polten University of Applied Sciences	Austria				X			Erasmus							X		07/07/2014	01/09/2021
St. Polten University of Applied Sciences	Austria		X					Erasmus							X		07/07/2014	01/09/2021
Prince of Songkla University (PSU)	Thailand					X		Student Exchange			X						11/06/2014	11/06/2015
Universität Bielefeld	Germany				X			Research / Staff Exchange							X		26/05/2014	01/09/2014
Erasmus University Rotterdam	Netherlands	X						Student Exchange & Research/ Staff Exchange - Erasmus							X		15/09/2014	01/09/2017
Sunway University	Malaysia		X					MoU	X								29/12/2014	29/12/2017
Thompson Rivers University	Canada		X					Student Exchange			X						15/12/2014	15/12/2019
Universidade Do Algarve	Portugal		X					Student Exchange & Research / Staff Exchange - Erasmus							X		02/12/2014	01/09/2021
Università Degli Studi Perugia	Italy	X						Research / Staff Exchange - Erasmus							X		03/03/2015	01/09/2021
Carinthia University of Applied Sciences	Austria					X		Research / Staff Exchange - Erasmus							X		03/03/2015	01/09/2021
Universidade Católica Portuguesa	Portugal		X					Research / Staff Exchange - Erasmus							X		03/03/2015	01/09/2021
Institute for Tourism Studies (IFT)	China		X					Student Exchange			X						03/03/2015	03/03/2018
Haaga-Helia University of Applied Sciences	Finland		X					Student Exchange & Research / Staff Exchange - Erasmus							X		04/02/2015	01/09/2021
Bucharest University of Economic Studies	Romania				X			Student Exchange - Erasmus							X		22/01/2015	01/09/2021
Ghulam Ishaq Khan Institute of Engineering Sciences & Technology	Pakistan					X		Research / Staff Exchange	X								16/01/2015	16/01/2018
Università degli Studi di Roma Tor Vergata	Italy	X						Student Exchange & Research / Staff Exchange - Erasmus							X		27/04/2015	01/09/2021
MCI Management Centre Innsbruck	Austria		X					Student Exchange & Research / Staff Exchange - Erasmus							X		16/04/2015	01/09/2021
University of Ljubljana	Slovenia			X				Research / Staff Exchange - Erasmus							X		26/03/2015	01/09/2021
Universidad Ramon Llull	Spain					X		Research / Staff Exchange - Erasmus							X		17/03/2015	01/09/2021
INTO London	UK	X						Recognition without advanced standing			X						17/03/2015	17/03/2018
Universidad de Antioquia	Colombia	X						Research / Staff Exchange	X								13/03/2015	13/03/2020
University of Malta	Malta					X		Student Exchange & Research / Staff Exchange - Erasmus							X		10/03/2015	01/09/2021

<b>Key</b>
<b>MoU- Memorandum of Understanding</b>
<b>MoA- Memorandum of Agreement</b>
<b>RA- Recognition Agreement</b>
<b>SEA- Student Exchange Agreement</b>
<b>FA- Franchise Agreement</b>
<b>VA- Validation Agreement</b>
<b>BA- Bilateral Agreement (Erasmus+)</b>

**APPENDIX 3****Academic Standards Committee Programme Proposals and Approvals<sup>4</sup> - Academic Year 2014/15****October 2014**

MSc Applied Dementia Studies  
 MNutrition  
 BSc (Hons) Data Science and Analytics  
 Change of Title from BSc (Hons) Applied Geography to BSc (Hons) Geography  
 BSc (Hons) Cyber Security Management  
 Master of Chiropractic (MChiro)  
 M.Lit English (Integrated Masters)  
 BA (Hons) Computer Games Art  
 MSc Advanced Professional Development (Functional Musculoskeletal Health) – not approved  
 December 2014  
 BA (Hons) / MA Care of Older People  
 BA (Hons) Sociology and Criminology  
 PG Cert Public Health (online)  
 MDes (Hons) Product Design  
 MSc Advanced Professional Practice (Functional Musculoskeletal Health) (resubmitted from October)  
 BSc (Hons) Anthropology  
 MSc Bioarchaeology  
 MSc Neuropsychological, Forensic and Experimental Issues in Face-Processing Research – not approved.

**December 2014**

Change of Title from BA Sociology and Social Policy to BA (Hons) Sociology - agreed by Chair's Action after December meeting and ratified at February 2015 meeting.

**February 2015**

Proposed title change: Doctor of Professional Practice Health & Social Care  
 MSc Forensic and Neuropsychological Perspectives in Face-Processing (resubmitted from December 2014)  
 MEng (Hons) Mechanical Engineering  
 MA Political Psychology  
 BSc (Hons) Forensic Biology  
 Change of Title from MSc Archaeological Practice to MSc Archaeology  
 Change of Title from MSc Forensic Osteology to MSc Forensic Anthropology  
 MSc Nutrition and Behaviour  
 Change of Title from MA Media Arts Practice to MA Creative Media Arts: Data and Innovation  
 Change of Title from BSc Archaeological, Anthropological and Forensic Sciences to BSc (Hons) Archaeological and Forensic Sciences – not approved

**April 2015**

BSc (Hons) Marine Ecology and Conservation  
 MSc Marine and Freshwater Management  
 BSc (Hons) Archaeological and Forensic Sciences  
 Change of Title from BSc Archaeological, Anthropological and Forensic Sciences to BSc (Hons) Archaeological and Forensic Sciences (re-submitted from Feb 2015)

**May 2015**

BA (Hons) Film  
 MSc Mobile App Development  
 MA Sports Media  
 MA Design Strategy and Innovation  
 PG Dip Social Work (Children and Families) and MA Social Work (Children and Families)  
 MA/MSc Data Visualisation (including PG Dip Visualisation and PG Cert Visualisation) – not approved

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<sup>4</sup> Approved unless specifically noted.



<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	28 October 2015
<b>Paper Title</b>	Global BU Update: 2015-16 - Quarter One Update
<b>Paper Number</b>	SEN-1516-12
<b>Paper Author/Contact</b>	Dr Sonal Minocha
<b>Purpose &amp; Summary</b>	<p>For Discussion.</p> <p>The Global Engagement (GE) Plan, a derivative of BU2018, was finalised over the summer of 2015, and was introduced to all staff on the 9<sup>th</sup> October 2015. The purpose of this report is to provide a regular update on the activity across the global engagement portfolio – internally and externally. This report is intended to share the key highlights to date and set out the upcoming priorities for the Global BU Team. This report also provides an opportunity to celebrate the progress we are making as a University towards our shared vision for a Global BU and continue our close engagement with all staff and students in co-delivering that vision.</p>
<b>Decision Required of the Committee</b>	To comment.
<b>Strategic Links</b>	The GE Plan, and this update, supports delivery of the global vision, values and targets set out within BU2018.
<b>Implications, impacts or risks</b>	None
<b>Confidentiality</b>	None

## Global BU Update

### 2015-16 - Quarter One Update

#### 1. Executive Summary

- 1.1. The Global Engagement (GE) Plan for Bournemouth University (BU) sets out our approach for 'Taking Fusion Global' and is intended to unite the direction of travel for delivering the global vision, values and targets set out within BU2018. Our plans to establish Global BU from 2018 are ambitious and cut across all aspects of the institution. It is therefore important that progress is continuously monitored and reviewed so that colleagues are able to engage in co-creating, co-shaping and co-delivering our vision for Global BU.
- 1.2. This academic year represents the first full year of delivery of the GE Plan and consequently we have committed to a regular review of the Plan providing updates to UET, ULT and Senate on a quarterly basis with an annual review in July. To fit in with the set executive/committee meeting cycles already established for 15/16, it is recognised that the production timetable for these quarterly reviews are not ideal but is intended to allow for a more timely and authentic opportunity for colleagues to shape and drive the on-going delivery of Global BU. The present report covers the first quarter (August to October) of the academic year 2015/16.

#### 2. Quarter One: Highlights

- 2.1. The highlights of Quarter One are summarised below.

<b>Strategy</b>	After a year-long process of co-creation with staff, and students (through SUBU), the Global Engagement Plan was endorsed by Senate in June. The Plan is available to download at <a href="#">GE Plan</a>
<b>Profile</b>	The inaugural International Commencement Ceremony (ICC) was held on 24th September and was attended by around 500 new international students.
<b>Partnerships</b>	Academic Partnerships Team have launched a new Partnerships Toolkit on their intranet pages
<b>Mobility</b>	The Communication Summer Academy was run at Universidad de las Americas (UDLA) in Ecuador with great success.
<b>Recruitment</b>	Regional managers have been welcoming the new cohort of international students with a number of targeted welcome events for student groups, specifically Thailand, Nigeria, India, China and Turkey.
<b>Research</b>	The first Hub of Practice was commissioned by the Fusion Investment Fund.
<b>Education and Student Experience</b>	Completion of two Higher Education Academy (HEA) backed projects in July. These linked projects secured free HEA consultancy and also a grant of circa £10,000. An additional HEA bid to develop these initial findings further through the Global Talent Programme was also successful (with a value of £25,000).
<b>Professional Practice</b>	Since establishing a BU Alumni Association LinkedIn group last year, the Alumni Relations Team have more than 1,250 members.
<b>People</b>	Three new Associate Deans (Global Engagement) joined in September. One further appointment for the Faculty of Media and Communication will be made shortly.
<b>Environment</b>	The brand new Global Hub, a dedicated resource available for all BU staff to use for events and meetings that contribute towards our vision for a Global BU, is now open.
<b>Finance</b>	A refreshed set of KPIs and PIs have been approved by UET.

#### 3. Quarter Two: Key Priorities

- 3.1. The key priorities for delivery in Quarter Two include:
- Introducing Global BU to all BU staff, including: publication of the GE Plan, launch of refreshed global engagement internet and intranet pages, and dissemination of mobility and partnerships toolkits.
  - Launching the Global BUzz series of events for 15/16. Coming soon are Global BUzz India (November) and Global BUzz Europe (December)

- Developing the first Global Hub of Practice in Malaysia
- Completion of QS stars data collection
- Concluding discussions on the integrative system requirements

## 1. Introduction

- 1.1** The purpose of this report is to provide a quarterly review of the activity that has taken place across the global engagement portfolio, internally and externally. The period covered in this report is 01 August to 8<sup>th</sup> October 2015. Although this report does not quite cover the full quarter (until end of October), it was considered timelier to produce the first quarter report now to allow for a more relevant opportunity for colleagues to shape and drive the on-going delivery of Global BU.
- 1.2** This report is intended to share the key highlights of the last period and set out the key priorities for the next quarter for the Global BU Team. This report also provides an opportunity to celebrate the progress we are making as a University towards our shared vision for a Global BU and continue our close engagement with all staff and students in co-delivering that vision.

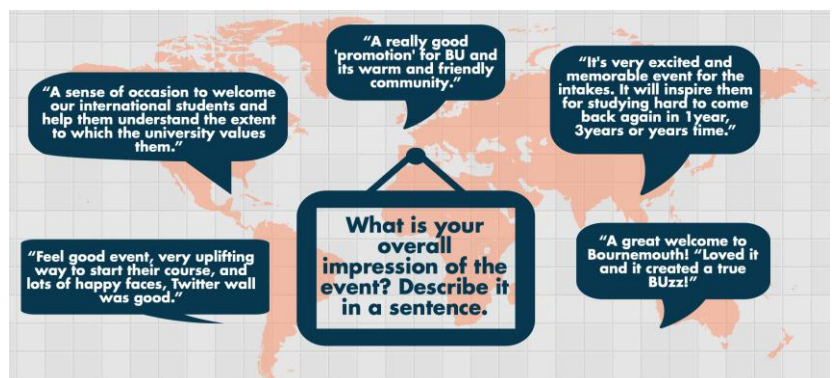
## 2. Summary of Quarter One

### Global Engagement Plan 2015-18

- 2.1** A significant milestone for the portfolio has been finalising the Global Engagement Plan 2015-2018. The Plan, which has been co-shaped with staff and students across the University over the last year, describes the approach and framework for delivering the Global BU ambitions of BU2018 and sets out the shared vision for a Global BU by 2025.
- 2.2** The plan is organised around one purpose (profile), six objectives (partnerships, recruitment, mobility, research, education and professional practice) and three enablers (people, environment and finance), collectively referred to as the 1-6-3 framework. In turn, they combine to create three value propositions: Global Thinking; Global Talent; and Global Traction. Progress against each element of both the framework and the value propositions over the last quarter are described below.

### Profile

- 2.3 International Commencement Ceremony** - The inaugural International Commencement Ceremony (ICC) was held on the evening of 24th September at the Bournemouth International Centre. The purpose of this event was to formally mark the beginning of our new international students' time at BU in a special way, in a similar way to how graduation celebrates the completion of their BU journey. The evening was attended by around 500 new international students and 150 staff, as well as alumni and an array of senior figures from across the region, including HM Lord-Lieutenant of Dorset.



- 2.4** Feedback from the post-event survey so far resulted in **69%** of respondents rating the event as either "excellent" or "very good". **24%** rated the event as "good" and **8%** as fair; no one rated the event as "poor". **73%** rated the experience of international students attending the ICC event as either "excellent" or "very good". Again, none of the respondents rated the experience for international students of the event as "poor".

- 2.5 Times Higher Education World University Rankings 2015-2016** - For the first time, BU has been included in the Times Higher Education World University Rankings 2015-2016. The rankings list the best global universities and are the only international university performance tables to judge world class universities across all of their core missions: teaching; research; knowledge transfer; and international outlook. BU features in the 401-500 rankings bracket, placing it ahead of a number of UK HEIs such as Coventry, De Montfort, Liverpool John Moores University and Manchester Metropolitan University.
- 2.6 Building upon our growing international reputation** - As an important step towards enhancing and showcasing our international profile and standing, we are participating in QS Stars for 2015/16. QS Stars is an evaluative tool that helps universities assess their individual institutional performance against a detailed group of measures. Data collection has commenced this quarter.

## Collaborative Partnerships

- 2.7 New partnerships** - Over the course of the summer, two new academic partnership agreements were signed. The Faculty of Health & Social Sciences signed a five-year Student Exchange Agreement with Universiti Malaysia Sarawak in Malaysia. The agreement comes after a sustained period of staff exchange and collaborative research between BU and this partner over a number of years. In Europe, the Faculty of Science and Technology (School of Applied Sciences) has signed a Bilateral Agreement for Erasmus+ Staff Exchange with Oslo and Akershus University College of Applied Sciences in Norway.
- 2.8** The addition of these two new partnerships means that there are currently 114 global BU academic partners, of which 46 are international and 68 are Erasmus. The number of UK academic partnerships stands at 25.
- 2.9 Partnership Toolkit** - To help members of staff navigate and find out more about the process for establishing an academic partnerships, the Academic Partnerships Team have launched a new Partnerships Toolkit on their intranet pages. The toolkit is intended to be a support portal that helps staff navigate their way through new partnership developments and partnership management processes.

## Recruitment

- 2.10** The start of the new academic year has seen Regional Managers being involved in welcoming international students at the enrolment sessions and helping them to settle into life at BU. There have also been a number of targeted welcome events for student groups, specifically Thailand, Nigeria, India, China and Turkey.

September 2015 international student enrolment figures					
	EU		O/S		Total
	Target	Actual (%+/-)	Target	Actual (%+/-)	
UG FT	221	214 (-2%)	152	159 (+5%)	373
UG PT	0	5	0	18	23
PGT FT	86	113 (+30%)	442	434 (-2%)	547
PGT PT	0	12	0	13	25
<b>Total</b>	<b>344</b>		<b>624</b>		<b>968</b>

Data source: QlikView, as of 12:00 p.m. on 13 October 2015

- 2.11 Country Strategies** - The 2015/16 Country Strategies were finalised over the course of the summer. There are a total of 29, including the EU and overseas and can be found on the refreshed Global BU staff resources intranet pages.

## Mobility

- 2.12** The Communication Summer Academy was run at Universidad de las Americas (UDLA) in Ecuador with great success. Six students along with two academic staff members attended from BU. Members of the Mobility Team have been liaising with UDLA to provide images and student feedback so that we can disseminate it more widely.
- 2.13** To date, student mobility figures are up on the same period last year and are as follows:
  - 55 incoming exchange students currently at BU (Semester 1) (32 in 2014/15 in semester 1)
  - 80 students are estimated to be outgoing during Semesters 1 and 2 (although this is subject to change as students may withdraw) (43 in 2014/15)
  - 53 work placement students during 2015/16 (39 in 2014/15)



- 26 students undertaking other outgoing activities in early 2015/16.

**2.14 Mobility Mobile App** – Members of the Global Engagement Team (GET) have been working with a local developer to create an app that will aim to encourage and support students to take-up work and study abroad opportunities as part of their degree. The developers have met with a number of students and staff over the initial stage of the apps development to help define what the critical components of the app are. The next stage of development will see rapid prototyping and user experience testing which will be concluded by the beginning of November.

## Education and Student Experience

**2.15 Higher Education Academy Success** - Along with a team of colleagues from across Faculties and Professional Services who make up the Global Talent Programme Group, we submitted the final report to the Higher Education Academy (HEA) on our 'Internationally informed Internationalisation' (III) research at the beginning of July (with a contract value of just under £10,000). This study sought to bring to the fore our understanding of the diversity of pedagogic approaches adopted by our international academic staff with the intention of enhancing the global curriculum and culture at BU.

**2.16** The findings from a second HEA backed project that sought to evaluate our current practice and understanding of internationalisation across our subject areas and courses was submitted at the end of July. Both projects are component parts of our wider **Global Talent Programme**, which seeks to develop staff and students as future global talent. Following a third successful bid, this programme has now also received a £25,000 grant from the HEA to help support the development of the outputs from the first two projects and will form a significant part of our work for the rest of the academic year.

**2.17** Discussions with the HEA have been held over the course of the summer regarding the wider release of findings for both projects and as a result we have started to release aspects of the project findings through an agreed project dissemination schedule with the HEA.

## Research

**2.18** We invited applications through the most recent round of the Fusion Investment Fund for establishing **Hubs of Practice**, which are intended to be instrumental in expanding our intellectual capital and its impact beyond our campus into the region, nationally and internationally. Through FIF, the first Hub of Practice will be established in Malaysia in the coming months.

## Professional Practice

**2.19 Alumni** - Since establishing a BU Alumni Association LinkedIn group at the end of the last academic year, the Alumni Relations Team have managed to attract more than 1,250 members. Discussions remain on-going with LinkedIn about closing down another BU Alumni LinkedIn Group which was set up by a BU alumni member but has not been actively managed for some time. The Alumni Relations Team has also been busy making preparations for the upcoming Honorary Graduation.

## People

**2.20 Associate Deans (Global Engagement)** - On 1st September, we welcomed three new Associate Dean's (Global Engagement) to the University: Dr Angelos Stefanidis (Faculty of Science and Technology), Dr Lucy Lu (Faculty of Management) and Dr Malcolm McIver (Faculty of Health and Social Science). The fourth post for the Faculty of Media and Communication has been filled and the appointee will be confirmed soon.

**2.21 Global BU Walks** - This year we are introducing Global BU Walks and Global Café Forums. The Global BU walks will see the Vice-Chancellor and the PVC (Global Engagement) visiting two or three colleagues each month who have been involved in international/global activity in

that month to find out more about their work. The first of these was held on 30<sup>th</sup> September and the feedback received has been very positive from those members of staff who were involved.

## Environment

**2.22 The Global Hub** - New for this academic year is the launch of the Global Hub on Talbot Campus. The Hub is a key physical enabler for delivery of our global engagement ambitions and will serve as focal point for all of the people and organisations involved in helping to take our vision of Fusion, global. Any member of staff can book or use the Hub to host meetings and run events that support our vision for a Global BU.

## Finance and Performance

**2.23 Measuring a Global BU** - A refreshed set of KPIs and PIs have been approved by UET. These have been developed with PRIME and members of the Global Engagement Team (GET) so that we can better measure the impact that our activities have.

## Driving Global Thinking

**2.24 Creating a Global BUzz** - Over the course of the summer, we have refreshed and enhanced our Global BU pages on the main BU website. These include a section that looks at global thinking across a number of themes that are important to the sector and the internationalisation agenda. Currently our focus is on: Global Cities; Global Talent; Global HE and UK HE Policy; and Internationalisation. Key areas of interest for the last quarter have included:

- the on-going debate into graduate employability (British Council commissioned paper on student perspectives of mobility and the forthcoming 'Green Report');
- the future global skills market (Hays' Global Skills Index 2015) and on-going discussion about talent mismatch (Over-qualification and skills mismatch in the graduate labour market, CIPD); and
- recommendations for the future of university and industry collaborations (The Dowling Review-year, date reference).

**2.25** In addition, we have also introduced the Daily BUzz and a Weekly Focus on the internet, which aim to identify and discuss some of the emergent and topical themes coming out of the sector that may be relevant to a Global BU. These are component parts of our plans to drive global thinking and complement our wider social media strategy. More detail on the success of our social media activity is described below under Global Traction.

## Developing Global Talent

**2.26 Global Talent Programme Group** - At the end of the last academic year, we established a cross-University Global Talent Programme Group to oversee the development of our Global Talent Programme. The group was formed following a decision to merge two existing project groups – the HEA Project Group and the Employability Task and Finish Group – and includes representation from all four Faculties, Professional Services, the Centre for Excellence in Learning and SUBU.

**2.27** As part of our HEA backed project on the Internationalisation of the Curriculum, we have produced, and will shortly publish, a series of infographics that highlight our current global talent offer across our curriculum. These will be followed by a wider publication of our detailed research into this area. We will also be doing the same for the funded HEA project, Internationally-Informed Internationalisation, but the aim of this project is to project the findings more widely across the sector to help highlight how we can use the insight of international academic colleagues to design and deliver a more internationally informed curriculum.

## Delivering Global Traction

**2.28 Impact generation** - Global BU's digital footprint spans across a range of social media channels – Twitter, LinkedIn, Facebook, Vine, Instagram. The recently launched Social Media

Strategy for Global BU aims to leverage social media for the purpose of generating positive impact for each of our value propositions.

- 2.29** Our Twitter presence includes five accounts, which share over 10,000 followers and are used as dissemination channels, each having a particular focus vis-a-vis its digital content. Global BU's main Twitter account @GlobalBU has followers from over 80 countries and generated an additional 1,473 followers in the last quarter; a 150% increase.
- 2.30** Global BU's weekly Twitter infographics called "Global BU's Bite-sized Facts and Figures in Global Higher Education" generated considerable interest beyond our institution as suggested by Twitter Analytics impact report. Global BU's Bite-sized Facts and Figures in Global HE have been recognised and disseminated through Times Higher Education (THE) and also shared through THE's main Twitter accounts (@TimesHigherEd and @THEUniWorldRank) with their 200,000+ followers.
- 2.31** In recognition of the way that we are using social media to drive global thinking, Jisc, the charity that supports post-16 higher education and research through advice and guidance on digital resources, included the Pro Vice-Chancellor (Global Engagement) in its top 50 most influential HE professionals using social media. In their own words they state that, "The final 50 includes outstanding cases of social media use that others could benefit from." The awards also recognised three other BU members of staff in their 'top 50'; Jasmine Connolly and Nathaniel Hobby in Marketing and Communications; and Kip Jones in the Faculty of Health and Social Sciences.

### 3. Quarter Two: Key Priorities

#### Strategy

- 3.1 Introducing Global BU** - to all BU staff, including: publication of the GE Plan, launch of refreshed global engagement internet and intranet pages, and dissemination of mobility and partnerships toolkits.

#### Profile

- 3.2 Launching Global BUzz series for 15/16** - We are creating a Global BUzz on campus and in all of our communities worldwide by sharing our experiences and inspiring others to become a part of the Global BU community with these dedicated region specific events. They will also give members of staff the opportunity to showcase their global research, will include regional catering and merchandise, along with regional guest speakers. Preparations for our Global BUzz India event will start to take shape over the next couple of weeks. The event, taking place on 11<sup>th</sup> November, will coincide with Indian Prime Minister, Narendra Modi's visit to the UK and will include regional catering and merchandise, along with guest speakers engaged with India. Alongside this, we will start making preparations for the Global BUzz Europe event on 17<sup>th</sup> December which will follow the same format. These full-day events will offer an opportunity for students and staff as well as external stakeholders to be involved.
- 3.3 The Global Festival of Learning** – Our vision is for this to be a key global event in the BU Calendar as an emblem of our vision for taking Fusion global. It is envisaged that from 2017 we will have developed a strong Global BU profile to be able to host this event simultaneously in 6 other parts of the world. For 2015/16, our intention is to run this as a pilot, and will focus on running the event at one/two global host locations in parallel to the Bournemouth-based festival. Venue selection will be made in the next quarter.

#### Partnerships

- 3.4 Partnerships toolkit** – launch and promote the use of the new Partnerships Toolkit developed by the Academic Partnerships Team.

## Recruitment

- 3.5 Country/region presentations** – Produce a series of presentations with the most up-to date information about BU's footprint in target countries/regions.
- 3.6** The International Marketing and Student Recruitment Team (IMSRT) will be creating a bespoke interface for BU on WeChat (a Chinese social media site), working with a PhD student in the Faculty of Science and Technology
- 3.7** Visits to countries for quarter two for IMSRT include Finland, Bulgaria, Iceland, Indonesia, Kazakhstan, Norway, Vietnam, Egypt, Qatar, and Nigeria. Travel plans will be shared with Faculties and travellers identified.

## Mobility

- 3.8 Student mobility app** – complete the prototyping phase of this HEIF project.
- 3.9 Mobility toolkit** – launch and promote the new Student Mobility toolkit.

## Research

- 3.10 Commission research on the value of internationalisation** – in order to provide an evidence base for the value that global engagement adds to HE and beyond.

## Education and Student Experience

- 3.11 Global Talent Programme** – over the next couple of months, we will start to develop a strategy for embedding some of the key benefits that this programme will bring. This will include working with the Global Talent Programme Group to help define what the programme will look like, engaging with employers and other external stakeholders to help develop something that complements the needs of industry, and making preparations to pilot a scheme at the beginning of the New Year. As we do this, we will also be developing a number of tools aimed at helping staff to design and develop global talent units i.e. units that have employability and internationalisation at their core (for more information on how the Global Talent Programme supports delivery of our Global Talent value proposition, see below).

## Professional Practice

- 3.12 Global, national and regional stakeholder engagement** – We will be writing to a range of stakeholders from across the region, UK and the rest of the world to introduce our Global BU vision. We will also look to have firm arrangements in place to invite or visit key stakeholders and start building some strategic relationships that can help share our vision and plans more widely.
- 3.13 Hub of Practice** – Drive the establishment of our first global Hub of Practice in Malaysia and incept the second Hub through the next round of FIF Funding.

## People

- 3.14 Global Engagement Team and Hub** – With the exception of the final ADGE (for Faculty of Media and Communications), the Global Engagement Team and Hub are now established and the focus for this quarter will be to embed this new leadership and management framework to confidently coordinate and deliver the GE Plan ambitions.

## Environment

- 3.15 Global Hub on campus** – Promotion and establishment of this as a University-wide resource and physical on-campus focal point for global engagement activities.
- 3.16 System**-To coherently capture, monitor and maximise the value of BUs global activity, the GE Plan recognises the need for an integrative system that will manage all partnerships, mobility and global Fusion activity. IT colleagues undertook a requirements review at the end of the academic year. Discussions will now be concluded with a view to agreeing a preferred solution imminently.

## Finance and Performance

- 3.17 QS Stars** – completion of the data collection and commencement of external audit of data.

## Global Talent

- 3.18 Global Talent Programme** – We make preparations in readiness to pilot our Global Talent module/unit at the start of 2016. By the end of the 2015, we will aim to have met with a number of regional employers with a view to involving them in the design and delivery of the Global Talent Programme; we will also seek their views on possible endorsement of the programme once it is finalised. We will disseminate the findings of the two HEA projects – Internationally-Informed Internationalisation and Internationalisation of the Curriculum – externally across our range of social media applications. These reports will be added to our Global Talent Programme resources on the intranet along with a number of other resources such as case studies for staff.

## Global Thinking

- 3.19** Undertake research, which is in line with Global BU's four themes of global relevance, namely Global Talent, Global Cities, Global HE and HE Policy and Internationalisation; and in so doing, to contribute to BU's reputation as an international thought leader (#GlobalThinking)

## Global Traction

- 3.20** Launch our **Impact Generation and Dissemination Strategy** for regional, national and international impact (#GlobalTraction). We will also strengthen our social media presence in order to enhance our international reach and impact.

## 4. Conclusion

- 4.1** The focus of this first year of reporting is as much about engaging with staff and students across BU about how they can be involved in co-creating, co-shaping and co-delivering this shared vision, as it is about reporting on performance in terms of outcomes and impact. The arrival of the three new Associate Deans (Global Engagement) means that, moving forward, we will be able to work more closely with Faculties to better understand their particular contexts. They will also help us to share and drive more activity that aligns with our Global BU vision and start to generate some real impact across the University and further afield.
- 4.2** Whilst the first quarter of the new academic year has seen us make a confident start on our journey towards a Global BU, we recognise that there is a lot to be done in order for us to start generating the level of impact that will raise our standing across the sector, both at home and overseas. The International Commencement Ceremony is one such example that highlights our ambition and willingness 'to dare to be different' and represents a fantastic springboard for us to go onto achieve the level of impact desired.

<b>Committee Name</b>	SENATE
<b>Meeting Date</b>	28 October 2015
<b>Paper Title</b>	Proposed changes to 6A - <i>Standard Assessment Regulations: Postgraduate Research Degrees</i>
<b>Paper Number</b>	SEN-1516-13
<b>Paper Author/ Contact</b>	Prof Tiantian Zhang / Graduate School Academic Manager
<b>Purpose &amp; Summary</b>	<p>This paper is resubmitted in light of comments made by Senate at its 3 June 2015 meeting (Minute 7.1) and now includes further sector benchmarking and provides clarity regarding the regulations. The paper was discussed at ASC on 7 October 2015 and was approved to proceed to Senate.</p> <p>Senate is asked to approve:</p> <ul style="list-style-type: none"> <li>- Proposed changes to the University's standard assessment regulations for postgraduate research degrees – specifically changes to the <b>minimum and maximum registration periods for standard research degrees (MRes, and PhD) only.</b></li> </ul> <p>It should be noted that all Professional Doctorates (EdD, EngD, DProf) are approved as individual programmes. As such, the relevant programme documents will be reviewed this term with a view to potential alignment of registration periods with the proposals in this paper, where appropriate.</p> <p>RDC reviewed the current research degree registration periods in its March 2015 meeting and supported changes to the MRes and PhD registration periods.</p> <p>The background and rationale for the proposals is highlighted in this paper and the proposed new registration periods are outlined in Section 4.1 of the attached regulations.</p>
<b>Decision Required of the Committee</b>	For approval, following In Principle Approval given by the Academic Standards Committee on 7 October 2015.
<b>Strategic Links</b>	The proposed change to PhD registration periods is in line with BU 2018 PI32 (PGR completion rates within 4 years of enrolment).
<b>Implications, impacts or risks</b>	<p>Subject to Senate approval, the regulations will be effective for the 2015-16 academic year. The changes will affect all new PGR entrants starting after 1 January 2016.</p> <p>The Graduate School will update <i>8A - Code of Practice for Research Degrees</i> in line with the revised regulations and formally communicate the changes to all affected PGRs.</p>

## **Bournemouth University**

### **Review of Standard Research Degree Registration Periods**

#### **1 INTRODUCTION**

- 1.1 This paper sets out a proposal to change the current minimum and maximum registration periods for **standard research degrees (MRes, MPhil and PhD) only**.
- 1.2 It should be noted that all Professional Doctorates (EdD, EngD, DProf) are validated as individual programmes. As such, the relevant programme structures and documentation for these programmes will be reviewed this term with a view to potential alignment of registration periods with proposals below. This will form part of a wider review of the Standard Assessment Regulations for Postgraduate Research Degrees by Educational Development and Quality and the Graduate School.
- 1.3 This paper has been revised in light of the comments made by Senate members at the meeting of Senate held on 3 June 2015 to include further sector benchmarking and provide clarity regarding the regulations.

#### **2 BACKGROUND / RATIONALE**

- 2.1 This proposal to change minimum and maximum registration periods for standard research degrees has been made primarily to provide clarity for PGRs and Supervisors about the expectations for timely completion of research degrees. The proposed changes will bring BU in line with the majority of the sector (see Appendix 1 and Appendix 2) and provide clarity for those on Tier 4 visas.
- 2.2 **Completion Rates** – The Graduate School is working closely with Faculties to identify ways to improve PhD completion rates in line with BU2018 PI32 (PGR Completion rates within 4 years or 48 months of enrolment). Currently, our maximum registration period for a PhD is 5 years (60 months FT, taking into account possible suspension of up to 12 months). This frequently causes confusion for PGRs and Supervisors. As such, many PGRs work towards the 5 years (60 months) maximum registration rather than the expected 4 years (48 months) as evidenced through progression milestones, and despite repeated reminders from induction to completion to drive 4-year completion. The proposed change to registration would remove this confusion completely and focus completion within the target of 4 years.
- 2.3 **Sector Analysis** - A sector analysis of Alliance Group Universities (Appendix 1) and post-92 Universities (Appendix 2) indicated that the majority have a maximum registration for a PhD programme of 4 years (FT) or less. As such, the proposed change would ensure appropriate consistency with the Sector.
- 2.4 **UK Visa and Immigration requirements** – In order to align to UK Visa and Immigration requirements, for all our international PGRs on a Tier 4 Visa BU needs to demonstrate that the minimum and maximum registration dates for the programme of study meet those outlined on the visa. Currently at BU, this is not the case. Our Tier 4 students receive an offer letter indicating an expected completion of 4 years, but have a maximum registration on our student record system of 5 years and are issued a visa for 5 years. The new proposed maximum FT registration of 48 months would resolve this. However, should a PGR require additional time to complete their research, they would be able to apply for an extension to their registration and, for a small cost, an extension to their Tier 4 Visa.

- 2.5 The rationale for changes to the maximum registration periods is provided below.

### 3 RATIONALE FOR CHANGES TO MRES REGISTRATION PERIODS

- 3.1 Our current maximum and minimum registration periods for Master by Research are set at 12 months Full-time and 24 months Part-time and these have not allowed the flexibility for a research degree registration which is a common practice of the sector. The proposed change will also bring BU in line with sector practice.
- 3.2 A review of the Alliance Group (Appendix 1) indicated that maximum registration for an MRes programme of study is normally up to 2 years Full-time or 3 years Part-time. For those with a maximum registration of 1 year Full-time however, there is no evidence across the sector whether or not candidates can actually complete within the expected timeframe. At BU the evidence indicates that candidates struggle to complete within the current maximum registration period of 12 months.
- 3.3 Whilst the expectation should remain that the Master by Research is completed within 12 months Full-time, we recommend that, to enable timely completion (including submission of thesis, viva, corrections and award) within a realistic timeframe it is proposed that we **increase the maximum registration to 18 months Full-time and 36 months Part-time**. Further work, including an enhanced MRes Handbook, will be carried out to inform candidates, supervisors and examiners of the expectations of the programme. A specific Supervising MRes Students will be built into the revised Supervisory Training programme.

### 4 RATIONALE FOR CHANGES TO MPhil REGISTRATION PERIODS

- 4.1 Historically, Master of Philosophy (MPhil) registration has been used as a progression pathway to the PhD, with PGRs transferring registration midway through their programme of research. However, as all doctoral candidates now register directly onto a PhD, to enhance reporting from the Student Record System and to align to UK Visa & Immigration (UKBA) requirements, the MPhil is now predominantly a standalone research degree. Currently the maximum registration is 3 years Full-time and 6 years Part-time.
- 4.2 BU has a particular cohort of students registered on distance learning MPhils at HKU University of the Arts Utrecht which offers research degrees in fine art, design, media, games and interaction, music, theatre and arts management via the Faculty of Media and Communication.
- 4.3 As such, we recommend that **the minimum and maximum registration for both full and part time registration remain unchanged**. Further work, including an enhanced MPhil Handbook, will be carried to inform supervisors and candidates of the expectations of the programme.
- 4.4 A review of the Alliance Group (Appendix 1) shows a wide variation in the maximum registration for a part time MPhil programme but the proposed new registration periods are in line with majority sector practice.

- 5 **RATIONALE FOR CHANGES TO PHD REGISTRATION PERIODS** The Doctor of Philosophy (PhD) currently has a maximum registration of 5 years Full-time and 7 years Part-time. However we recommend that **the maximum registration is**



**decreased to 4 years Full-time** but remains at 7 years Part-time. This represents 3 years research for a Full time PGR (6 years for a part time) plus 1 year continuation.

- 5.2 The key rationale for the change is provided in Section 2 above. In addition, changes to registration procedures now require that all doctoral candidates register directly onto a PhD and not onto an MPhil. As such, the minimum and maximum registration periods need to be reviewed.
- 5.3 Further work would be carried out to improve the information provided to the PGRs and their supervisors to focus on ensuring timely and successful completion. Furthermore, monitoring processes within the Faculties are being improved to identify and address slow progress.

- 6 **SUMMARY OF CURRENT AND REVISED REGISTRATION PERIODS** The current registration periods were updated prior to 2005, and are set out below:.

		<b>Minimum (months)</b>	<b>Maximum (months)</b>
<b>MRes</b>	<i>Full Time</i>	12	12
	<i>Part Time</i>	24	24
<b>MPhil</b>	<i>Full Time</i>	18	36
	<i>Part Time</i>	36	72
<b>PhD</b>	<i>Full Time</i>	24	60
	<i>Part Time</i>	48	84

- 6.2 The revised registration periods, with the proposed changes highlighted in blue, are as follows:

		<b>Minimum (months)</b>	<b>Maximum (months)</b>
<b>MRes</b>	<i>Full Time</i>	12	18
	<i>Part Time</i>	24	36
<b>MPhil</b>	<i>Full Time</i>	18	36
	<i>Part Time</i>	36	72
<b>PhD</b>	<i>Full Time</i>	24	48
	<i>Part Time</i>	48	84

- 6.3 For Masters level (MRes and MPhil) and Doctoral level (PhD) candidates, this represents minimum and maximum registration for a part time candidate as double that for a full time candidate. However for Doctoral level candidates, the maximum registration is 3 years research (FT) and 6 years (PT) plus 1 year continuation.

- 7 **IMPLEMENTATION** If approved, these changes will take place with immediate effect and the assessment regulations would be updated accordingly. The new registration periods would be applied to PGRs who enrol after 1 January 2016. PGRs who registered prior to 1 January 2016 will not be affected by these changes. Any changes will be formally communicated to all affected PGRs.

- 7.2 *Deferrals/Suspension* - The proposed change to maximum registration would require that any period of deferral (*8A Codes of Practice for Research Degrees 2015* –

Section 4.8.2) would be automatically added to the maximum registration period, i.e. the period of deferral would temporarily arrest the registration period. For example, if a full-time doctoral PGR suspended/deferred for 6 months, the maximum period of registration would be increased from 48 to 54 months, with the requirement for a formal extension request.

- 7.3 *Extension to Registration* - The proposed change to maximum registration would require that any PGR failing to complete their doctoral research degree within the maximum period of registration would be required to request an extension to their registration as set out in *8A Codes of Practice for Research Degrees 2015* – Section 4.8.3).

## Appendix 1 – Sector Analysis of the Alliance Group of Universities

Full Time Registration	MRes		MPhil		PhD	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Bournemouth University	12	12	18	36	24	60
Cardiff Metropolitan	-	-	12	36	36	60
Coventry University	12	24	12	60	12	72
University of Greenwich	12	24	18	36	24	60
University of Hertfordshire			12	24	12	36
University of Huddersfield	12	12	12	24	24	48
Kingston University	12	12	12	36	12	48
University of Lincoln	9	16	18	32	27	48
Liverpool John Moores Uni.	-	-	12	24	33	48
Manchester Metropolitan	12	24	18	30	36	48
Northumbria University*	-	-	-	-	-	-
Nottingham Trent	-	-	18	36	24	48
Oxford Brookes University	12	24	24	36	24	60
Plymouth University	12	24	12	36	24	48
University of Portsmouth	-	-	-	24	-	36
University of Salford	12	12	12	12	36	60
Sheffield Hallam University	-	-	18	24	24	48
University of South Wales	12	18	18	36	24	60
Teesside University			18	36	24	48
Uni. West of England	-	-	18	36	24	48

Part Time Registration	MRes		MPhil		PhD	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Bournemouth University	24	24	36	72	46	84
Cardiff Metropolitan	-	-	24	60	60	108
Coventry University	18	36	24	72	24	84
University of Greenwich	24	28	30	48	36	72
University of Hertfordshire			24	48	24	72
University of Huddersfield	24	24		36	48	84
Kingston University	24	24	24	72	24	96
University of Lincoln	14	24	27	48	41	72
Liverpool John Moores Uni.	-	-	24	48	45	84
Manchester Metropolitan	24	36	36	48	72	84
Northumbria University*	-	-	-	-	-	-
Nottingham Trent			30	72	48	96
Oxford Brookes University	24	36	36	48	36	72
Plymouth University	24	36	24	48	36	72
University of Portsmouth			-	48	-	72
University of Salford	24	24	24	24	60	108

<b>Sheffield Hallam University</b>	-	-	30	36	36	84
<b>University of South Wales</b>	24	36	30	48	36	72
<b>Teesside University</b>			30	48	36	84
<b>Uni. West of England</b>	-	-	30	48	36	84

\*Not available at time of drafting paper

**Appendix 2 – Sector Analysis of the post92 Universities (not in the Alliance Group)**

Full Time Registration	MRes		MPhil		PhD	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Anglia Ruskin	-	-	12	36	24	60
Birmingham City Uni.	-	-	-	-	-	-
University of Brighton*	-	-	-	-	-	-
Bournemouth University	12	12	18	36	24	60
Uni. of Central Lancashire**	12	24	24	36	24	36
De Montfort University	12	15	12	24	36	48
University of East London	11	24	18	36	24	48
Leeds Beckett University	-	12	-	36	-	48
London Metropolitan Uni.	-	-	18	36	24	48
London South Bank Uni.	-	-	18	48	25	60
Middlesex University	-	-	18	36	33	60
Staffordshire University	-	-	18	36	24	48
University of Sunderland	-	-	18	36	30	48
University of West London	-	-	-	36	-	48
University of Westminster	-	-	18	36	24	48
Uni.of Wolverhampton	-	-	18	24	35	48

Part Time Registration	MRes		MPhil		PhD	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Anglia Ruskin	-	-	24	48	36	72
Birmingham City Uni.	-	-	-	-	-	-
University of Brighton	-	-	-	-	-	-
Bournemouth University	12	12	18	36	24	60
Uni. of Central Lancashire**	24	36	48	60	48	60
De Montfort University	24	30	24	48	48	72
University of East London	23	48	24	48	36	60
Leeds Beckett University	-	24	-	48	-	72
London Metropolitan Uni.	-	-	30	54	36	72
London South Bank Uni.	-	-	30	72	26	72
Middlesex University	-	-	30	48	36	72
Staffordshire University	-	-	24	48	36	72
University of Sunderland	-	-	30	48	42	72
University of West London	-	-	-	48	-	72
University of Westminster	-	-	30	60	36	96
Uni. of Wolverhampton	-	-	30	48	60	96

\*Not available at time of drafting paper

\*\*Expected time to submission of thesis



<b>Owner:</b>	Educational Development & Quality
<b>Version number:</b>	2.0
<b>Effective date:</b>	1 September 2015 (Academic Year 2015 - 16)
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<b>Due for review:</b>	April 2016

*This document is part of a revised series of Academic Regulations, Policies and Procedures which govern the University's academic provision. Each document has a unique document number to indicate which section of the series it belongs to.*

## 6A - Standard Assessment Regulations: Postgraduate Research Degrees

### 1. SCOPE AND PURPOSE

- 1.1 Every Bournemouth University programme which leads to an award of the University, including the award of credit, is governed by a set of standard assessment regulations.
- 1.2 The regulations in this document govern degrees by research and are intended for Bournemouth University staff and Postgraduate Research Students (PGRs). The regulations must be followed by the Research Degree Examination Team which is authorised to assess PGR candidates in accordance with the relevant assessment regulations, and to recommend that awards of the University be conferred on those who achieve the standards required for an award.
- 1.3 The standard regulations are applicable, without modification, unless exceptions have been approved by the University through the formal procedure of validation, review or modification. Exceptions may be required to accommodate the requirements of Professional, Statutory or Regulatory Bodies (PSRBs) or to accommodate research programmes with taught, credit-rated units of assessment. Where this is the case, the exceptions are recorded in the *8A - Code of Practice for Research Degrees* and must be clearly articulated to the Research Degree Examination Team at the beginning of the viva examination.
- 1.4 All PGRs sign up at enrolment to accept the assessment regulations prevailing at the time and any subsequent approved changes during their registration period. The assessment regulations are made available to PGRs on the Portal and are provided on enrolment. Each PGR is presented with a hard copy of the current *8A - Codes of Practice for Research Degrees* on an annual basis and are notified of any changes made to the assessment regulations during their studies.

### 2. KEY RESPONSIBILITIES

- 2.1 **Senate:** to approve the standard assessment regulations and any amendments to these and to confirm awards to students.
- 2.2 **Academic Standards Committee (ASC):** to consider revisions to the assessment regulations periodically and recommend amendments to Senate.
- 2.3 **Research Degree Examination Teams:** to implement the assessment regulations and confer awards to students who have met the requirements of the award.
- 2.4 **The Graduate School and Educational Development and Quality (EDQ):** to review the assessment regulations periodically and make recommendations for amendments.

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**3. LINKS TO OTHER BU DOCUMENTS**

- 3.1 These regulations should be read in conjunction with the *8A - Code of Practice for Research Degrees* which sets out the University’s policy and procedural framework relating to research degrees and defines a set of standard procedures and specific responsibilities covering the academic supervision, administration and assessment of research degrees for all Schools within the University.
- 3.2 The functions and operations of the Research Degree Examination Teams is detailed in *8A - Code of Practice for Research Degrees*.

**Regulations**

**4. REGISTRATION**

4.1 The maximum periods which a PGR may take to complete the programme of research, from first registration, are normally as follows:

		Minimum (months)	Maximum (months)
<b>MRes</b>	<i>Full Time</i>	12	18
	<i>Part Time</i>	24	36
<b>MPhil</b>	<i>Full Time</i>	18	36
	<i>Part Time</i>	36	72
<b>PhD</b>	<i>Full Time</i>	24	48
	<i>Part Time</i>	48	84
<b>DBA</b>	<i>Part Time</i>	48	84
<b>DProf</b>	<i>Full Time</i>	48	60
	<i>Part Time</i>	48	84
<b>EdD</b>	<i>Part Time</i>	48	84
<b>EngD</b>	<i>Full Time</i>	48	60
	<i>Part Time</i>	-	-

**Comment [FK1]:** Has been added for completeness as was not in the previous version of the regulations.

**Comment [FK2]:** Has been added for completeness as was not in the previous version of the regulations.

- 4.2 Where there are mitigating circumstances PGRs may request an extension to the maximum registration. Extensions cannot be granted retrospectively and applications must be made by the PGR in advance.
- 4.3 PGRs whose work forms part of a larger group project may register for a Research Award. In such cases each individually registered project must in itself be distinguishable for the purposes of assessment and be appropriate for the award being sought.

**5 PROGRESSION AND TRANSFER**

- 5.1 All PGRs registered for a research degree, including professional doctorates, will be monitored regularly to ensure satisfactory progress is maintained. Formal monitoring points are set out in *8A - Code of Practice for Research Degrees*, or appropriate Professional Doctorate Programme Specification/Handbook.
- 5.2 PGRs registered onto an MRes or MPhil, who make exceptional progress, may with agreement of their supervisory team, choose not to submit an MRes or MPhil thesis for

**Comment [FK3]:** Slight updates to this section to reflect:  
 •the direct enrolment to PhD  
 •standalone awards of MRes & MPhil  
 •Professional Doctorate routes  
 and to align closer to the outcomes of the final viva.

examination, at the specified time, but to transfer to PhD. In such instances, the candidate should prepare for the transfer examination as set out in the 8A - Code of Practice for Research Degrees.

- 5.3 Doctoral candidates who are enrolled onto a programme of PhD research, commence their study at MPhil level and only later progress to Doctoral level subject to successful outcome of the transfer examination process, no later than 18 months registration full-time study (36 months part-time study) as set out in the 8A - Code of Practice for Research Degrees. Doctoral candidates on other programmes of research (e.g. DProf, EngD and EdD) are normally enrolled on the named award and progress/transfer in line with the programme requirements.

**Comment [FK4]:** This has been revised to reflect the change to enrolment of doctoral candidates and in line with a panel condition of approval from a recent DProf evaluation event

- 5.4 The transfer examination (report and viva voce examination) is a formal assessment of progress and is conducted in the same way as the final examination (thesis and viva voce examination). The University's policy and procedural framework for research degree examination is set out in the 8A - Code of Practice for Research Degrees. Following the transfer examination the transfer examiners may recommend one of the following. That the candidate:

**Comment [FK5]:** These have been clarified in line with feedback gathered from DDRPPs, Faculties and discussed at RDC.

- i) transfers and continues on the programme of PhD\*;
- ii) transfers and continues on the programme of PhD\* subject to CORRECTIONS / AMENDMENTS being made to the transfer report as recommended by the transfer examiners (within 1 month full time / 2 months part time);
- iii) does not transfer but is permitted to undertake further work to RESUBMIT the transfer report and be re-examined (within 2 months full time/4 months part time);
- iv) does not transfer but works to the submission for the award of MPhil;
- v) does not transfer and is withdrawn.

\*PhD or appropriate Professional Doctorate.

The outcome of the examination and progression is monitored by the Academic School and reported to the Graduate School.

- 5.5 Where a PGR fails to pass the transfer at the first attempt, the Transfer Examiners should advise the PGR the reasons why transfer has not been approved, and what further work should be carried out prior to resubmission within an agreed time frame. If the PGR fails to satisfy the transfer examination upon resubmission, one further opportunity is provided to re-submit.
- 5.6 If the PGR then fails to meet the necessary level on the second resubmission, the Transfer Examiners will either:
- i) allow the candidate to continue to work to the submission of the award of MRes or MPhil;
  - ii) withdraw the candidate from the University.

## 6 RESEARCH DEGREE EXAMINATION

- 6.1 The University's policy and procedural framework for research degree examination is set out in the 8A - Code of Practice for Research Degrees. The process for submission and examination of a research degree thesis is the same at both MPhil and Doctoral level. Differences in process at MRes level are outlined below and in the 8A - Code of Practice for Research Degrees.

- 6.2 The examination of a research degree is in two parts (preliminary assessment of the thesis (or



equivalent) and the *viva voce* examination. **Candidates for an MRes award will be required to give a presentation as part of the *viva voce* examination.** On completion of the examination, the Research Degree Examining Team may recommend one of the following:

- i) that the award for which the candidate is registered be made;
- ii) that the award for which the candidate is registered be made subject to CORRECTIONS being made to the thesis;
- iii) that the award for which the candidate is registered be made subject to AMENDMENTS being made to the thesis;
- iv) that the candidate be permitted to RE-SUBMIT for the degree and be re-examined;
- v) that the candidate be awarded the lower research degree of MPhil (*only available for candidates registered for doctoral examinations and subject to the presentation of the thesis amended to the satisfaction of the Examiners*) that the candidate NOT be awarded the degree and not be permitted to be re-examined.

6.3 Any corrections or amendments must be made to the satisfaction of the Research Degree Examining Team before the appropriate award can be made.

## 7 PROVISION FOR FAILED CANDIDATES

7.1 Where the Research Degree Examining Team recommends that the candidate resubmit (see regulation 6.2 iv above), the candidate will be permitted a re-examination on one occasion only.

7.2 If there are mitigating circumstances that prevent a PGR from meeting the deadline set for the re-examination, these circumstances must be made known to the Graduate School at least one month prior to the due date. Such notification does not mean that an extension can be provided.

7.3 On completion of the re-examination, the Research Degree Examining Team may recommend one of the following:

- i) that the award for which the candidate is registered be made;
- ii) that the award for which the candidate is registered be made subject to CORRECTIONS being made to the thesis;
- iii) that the award for which the candidate is registered be made subject to AMENDMENTS being made to the thesis;
- iv) that the candidate be awarded the lower research degree of MPhil (*only available for candidates registered for Doctoral examinations and subject to the presentation of the thesis amended to the satisfaction of the Examiners*);
- v) that the candidate NOT be awarded a degree and not be permitted to be re-examined.

## 8 PROVISION FOR FAILED CANDIDATES WITH VALID REASONS FOR POOR PERFORMANCE

8.1 If it is established to the satisfaction of the Research Degree Examining Team that a PGR's absence, failure to submit work or poor performance in all or part of the assessment for an award was due to illness, or other cause found valid on production of acceptable evidence, the Research Degree Examining Team will act as follows.

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- 8.2 Where mitigating circumstances are confirmed, a PGR may be reassessed as if for the first time in any or all of the elements of assessment, as specified by the Research Degree Examining Team. If an assessment affected by illness was itself a second attempt the PGR will be permitted to be reassessed as if for the second time.
- 8.3 In exceptional cases, where the PGR's ability to complete his/her programme of research is affected by serious circumstances (such as terminal illness of the student), and it is established that the PGR is likely to be unable to complete/return to complete his/her studies within a reasonable time period, the Research Degree Examining Team may act in one of the following ways:
- i) where the Research Degree Examining Team is satisfied that there is sufficient evidence of the PGR's achievement to determine an award, the PGR may be recommended on the basis of the available evidence for the award for which he or she is a candidate. The decision of the Research Degree Examining Team must be ratified by the Chair of Senate.
  - ii) an Aegrotat award may be recommended when the Research Degree Examining Team does not have enough evidence of the PGR's performance to recommend the award for which the PGR is a candidate. Before such a recommendation is made, the student must have demonstrated achievement at the level for which an Aegrotat award is considered. The Research Degree Examining Team must be satisfied that on the balance of probabilities but for illness or other valid cause the PGR would have reached the standard required. The decision of the Research Degree Examining Team must be ratified by the Chair of Senate. Where appropriate, the PGR must have signified that he or she is willing to accept the award.

## 9 ACADEMIC MISCONDUCT

- 9.1 Where evidence of an assessment offence in the preparation of the thesis, or other irregularities in the conduct of the examination, comes to light prior to or subsequent to the recommendation of the Research Degree Examination Team, action will be taken, in accordance with the University policy on academic misconduct as outlined in *6M - Misconduct in Academic Research: Policy and Procedure*. Where an allegation is upheld, the examiners will be notified of any required action and whether the candidate is eligible for any recommendation as outlined in Section 7 above.

## 10 TERMINATION

- 10.1 Should the PGR fail to maintain appropriate contact; make satisfactory progress or pass formal milestones as outlined in the Code of Practice, the PGR's enrolment may be terminated subject to the appropriate termination procedures outlined in *8A - Code of Practice for Research Degrees* being followed.

## General

### 11 REFERENCES AND FURTHER INFORMATION

- 11.1 *8A - Code of Practice for Research Degrees* will be available on the staff intranet.
- 11.2 Details of the Appeals Procedure are given in the current version of the University's *11C Academic Appeals: Policy and Procedure for Research Awards* which will be available on the staff intranet.
- 11.3 Full listing of the University's Academic Policies and Regulations will be available on the staff intranet, including the following:
- *6J - Mitigating Circumstances including Extensions: Policy and Procedure*
- 3 *3A Standard Assessment Regulations: Postgraduate Research Degrees*

- *6M - Misconduct in Academic Research: Policy and Procedure*
- 11.4 The QAA's [Chapter 1: The National Level](#) (incorporating the Framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)) describes the level and achievement represented by all postgraduate research awards (other than honorary degrees and higher doctorates) granted by the University.
- 11.5 The QAA *Code of Practice for the assurance of academic quality and standards in higher education* [Section 1: Research Degree Programmes](#) guides University principles and process for the assessment of PGRs.
- 11.6 Further information:  
The Graduate School, Bournemouth University  
e-mail: [graduateschool@bournemouth.ac.uk](mailto:graduateschool@bournemouth.ac.uk)



<b>Committee Name</b>	Senate
<b>Meeting Date</b>	28 October 2015
<b>Paper Title</b>	Academic Standards Committee Terms of Reference
<b>Paper Number</b>	SEN-1516-14
<b>Paper Author/Contact</b>	Prof Tim McIntyre-Bhatty
<b>Purpose &amp; Summary</b>	<p>The ASC Terms of Reference are reviewed annually in accordance with best practice. The proposed amendments are as follows:</p> <ul style="list-style-type: none"> <li>• To remove reference to Schools</li> <li>• To amend the job title of Deputy Dean (Education) to Deputy Dean Education and Professional Practice</li> </ul> <p>ASC approved the Terms of Reference on 7 October 2015.</p>
<b>Decision Required</b>	Formal Senate approval is required for any changes to standing committee Terms of Reference.
<b>Implications, impacts or risks</b>	None
<b>Confidentiality</b>	None

# Academic Standards Committee

## Terms of Reference

<b>Purpose</b>	Responsible on behalf of Senate for setting and maintaining the academic standards of University awards.
<b>Main responsibilities</b>	<ol style="list-style-type: none"> <li>1. To review the effectiveness of policies within the Quality Assurance Framework and recommend to Senate such changes as appropriate;</li> <li>2. To consider and approve new and revised framework/ programme proposals for development in relation to the University's overall academic profile and strategic objectives;</li> <li>3. To maintain an overview of the University's framework/ programme evaluation activity and processes and to ratify the outcomes from the approval processes;</li> <li>4. To maintain University oversight of issues arising from the annual framework/programme monitoring process through the Faculty Quality Reports and approve and act upon such reports, including the referral of matters to the Education and Student Experience Committee as appropriate;</li> <li>5. To consider and act upon management information data and statistics, including that arising from the annual monitoring process to ensure the maintenance of academic standards and to refer matters to the Education and Student Experience Committee as appropriate;</li> <li>6. To consider and act upon on matters reported by other University Committees which may jeopardise the maintenance of academic standards;</li> <li>7. To maintain University oversight of the management of quality assurance and enhancement responsibilities within Faculties through the Faculty Quality Audit process and to monitor the resulting action plans;</li> <li>8. To consider and approve proposals for new collaborative partnerships with reference to the University's collaborative provision strategy and to approve outcomes of Institutional Approval visits;</li> <li>9. To maintain an overview of academic standards and quality within partnership provision including approval and monitoring of outcomes of Partner Reviews and receipt of Partnership Board minutes;</li> <li>10. To make recommendations to Senate on policies and regulations for the admission and assessment of students including postgraduate research degree students;</li> <li>11. To consider nominations for the appointment of External Examiners and Examiners of research degrees and to ratify the outcomes of the approval process on behalf of Senate;</li> <li>12. To consider the termination of any external examiner appointment on behalf of Senate;</li> <li>13. To monitor and act upon External Examiners' reports;</li> <li>14. To monitor and act upon Professional, Statutory and Regulatory Body reports and activity;</li> <li>15. To approve nominations to the Quality Assurance and Enhancement Group.</li> </ol>

<b>Duration</b>	Permanent
<b>Chair</b>	Deputy Vice-Chancellor
<b>Deputy Chair</b>	To be nominated by the Chair
<b>Management and Support</b>	Secretary: Head of Quality and Academic Partnerships Clerk: Policy and Committees Officer
<b>Membership</b>	<ol style="list-style-type: none"> <li>1. Vice-Chancellor (Ex-officio)</li> <li>2. Head of Academic Services</li> <li>3. President of the Students' Union</li> <li>4. Vice-President (Education) of the Students' Union</li> <li>5. General Manager of the Students' Union</li> <li>6. Senior member of AECC nominated by the Principal of AECC</li> <li>7. Up to two members of Senate nominated by the Chair of Senate</li> <li>8. Up to three Members of the Professoriate (to be appointed by the Vice-Chancellor)</li> <li>9. Deputy Deans – Education and Professional Practice</li> <li>10. Head of Graduate School</li> <li>11. Director of Marketing &amp; Communications or nominee</li> <li>12. Head of Quality and Academic Partnerships</li> </ol> <p>It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.</p>
<b>Board Observers</b>	Up to two observers from the University Board nominated by the Chair of the University Board
<b>Quorum</b>	50% + 1
<b>Usual Number of Meetings</b>	Five per year
<b>Reporting Line</b>	Senate
<b>Minutes</b>	Senate / University Board for information
<b>Sub-committees</b>	Partnership Boards International & UK Partnerships Committee Faculty Academic Standards Committee Quality Assurance Standing Group AECC Academic Development & Quality Committee
<b>Publication</b>	Non-confidential confirmed minutes are routinely published
<b>Notes</b>	Where variation in roles and titles exist within Schools, the Dean of the relevant School should nominate an appropriate person to undertake the membership role.

**Policy and Committees use only:**

Final approval by:	Senate	Version number:	
Approval date:		Notes:	
Date of last review	7 October 2015	Due for review:	October 2016



<b>Committee Name</b>	Senate
<b>Meeting Date</b>	28 October 2015
<b>Paper Title</b>	Education & Student Experience Committee Terms of Reference
<b>Paper Number</b>	SEN-1516-15
<b>Paper Author/Contact</b>	Prof Tim McIntyre-Bhatty
<b>Purpose &amp; Summary</b>	<p>The ESEC Terms of Reference are reviewed annually in accordance with best practice. The proposed amendments are as follows:</p> <ul style="list-style-type: none"> <li>• To remove reference to Schools</li> <li>• To amend ESEC Secretary to read 'Senior non-academic staff members – currently Director of Operations'</li> <li>• To amend the job title of Deputy Dean (Education) to Deputy Dean Education and Professional Practice</li> <li>• To add the new ESEC sub-committee – Faculty Education and Student Experience Committee</li> </ul> <p>ESEC approved the Terms of Reference on 23 September 2015.</p>
<b>Decision Required</b>	Formal Senate approval is required for any changes to standing committee Terms of Reference.
<b>Implications, impacts or risks</b>	None
<b>Confidentiality</b>	None

# Education and Student Experience Committee

## Terms of Reference

<p><b>Delegated authority and Purpose</b></p>	<p>Responsible on behalf of Senate for monitoring and enhancing the overall student experience, including the quality of learning opportunities, education enhancement, pastoral, personal development and extra-curricular opportunities available to students, in line with the aims of the BU Strategic Plan 2012-2018.</p>
<p><b>Main responsibilities</b></p>	<ol style="list-style-type: none"> <li>1. To ensure the on-going enhancement of the overall student experience through the development and monitoring of University and Faculty strategies and plans for education enhancement and the student experience in line with the aims of the BU Strategic Plan 2012-2018;</li> <li>2. To champion measures and disseminate good practice to enhance the overall student experience and quality of learning opportunities across the University, including:             <ul style="list-style-type: none"> <li>- the academic experience;</li> <li>- the personal development experience;</li> <li>- the pastoral experience;</li> <li>- the social, cultural, sporting and extra-curricular experience.</li> </ul> </li> <li>3. To make recommendations to Senate on policies to promote pedagogic excellence and to develop and disseminate educational initiatives in liaison with the Centre for Excellence in Learning;</li> <li>4. To identify, promote and review University-wide initiatives, including the Centre for Excellence in Learning to develop the educational practice of staff;</li> <li>5. To consider and monitor the appropriateness, effectiveness and efficiency of academic and pastoral support services and facilities and to identify University-wide resource needs for the enhancement of education and the student experience;</li> <li>6. To monitor the student experience relating to the student journey (e.g. recruitment, admission, induction and assessment) to provide the optimal student experience and promote good practice in line with University policies on Fair Access and Dignity, Diversity &amp; Equality;</li> <li>7. To encourage students to provide feedback and to monitor and act upon the outcomes of such feedback including the annual National Student Survey (NSS), internal student surveys and other feedback mechanisms;</li> <li>8. To monitor the effectiveness of the University's student-related rules and regulations pertaining to the student experience and conduct and to approve any changes that may be appropriate to ensure fair and impartial application of a reasonable regulatory and supportive well-being framework;</li> <li>9. To monitor the effectiveness of the procedures for dealing with complaints and appeals to ensure that students have access to appropriate, clear and transparent formal mechanisms for raising concerns and to refer matters to Senate, Academic Standards Committee or other committees as appropriate;</li> </ol>



	10. To consider and act upon matters reported by other University Committees pertaining to the purpose of the committee;
<b>Chair</b>	Deputy Vice-Chancellor
<b>Deputy Chair</b>	To be nominated by the Chair
<b>Management and Support</b>	Secretary: Senior non-academic staff member – currently Director of Operations Clerk: Policy & Committees Officer
<b>Membership</b>	<ol style="list-style-type: none"> <li>1. Vice-Chancellor (Ex-officio)</li> <li>2. Pro Vice-Chancellor Global Engagement</li> <li>3. President of the Students' Union</li> <li>4. Vice-President (Education) of the Students' Union</li> <li>5. Vice-President (Welfare) of the Students' Union</li> <li>6. Vice-President (Activities) of the Students' Union</li> <li>7. General Manager of the Students' Union and/or the Head of Student Engagement</li> <li>8. Up to two members of Senate nominated by the Chair of Senate</li> <li>9. Up to three members of the Professoriate (nominated by the Chair of Senate)</li> <li>10. Deputy Deans – Education and Professional Practice</li> <li>11. Faculty Associate Dean (Student Experience)</li> <li>12. Chair of the Technology Enhanced Learning Strategy Forum</li> <li>13. Chair of the Student Voice Committee</li> <li>14. Centre for Excellence in Learning Representative</li> <li>15. Up to five students nominated by the Students' Union, to include, where possible, a representative of part-time students, postgraduate research students, postgraduate taught students, undergraduates and Partner Institution students</li> <li>16. Head of Graduate School</li> <li>17. Director of Estates</li> <li>18. Director of IT Services</li> <li>19. Head of Student Support Services</li> <li>20. Head of Quality and Academic Partnerships</li> <li>21. Head of Academic Services</li> <li>22. University Chaplain</li> <li>23. Faculty Academic Administration Manager</li> </ol> <p>It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.</p> <p>Co-options: SUBU Sabbatical Officers and SUBU executive members</p>
<b>Board Observers</b>	2, nominated by the Chairman of the Board
<b>Quorum</b>	50% + 1
<b>Usual Number of Meetings</b>	Five per year
<b>Reporting Line</b>	Senate

<b>Minutes</b>	Senate (for consideration) University Board (for noting)
<b>Sub-committees</b>	Student Voice Committee Technology Enhanced Learning Strategy Forum Faculty Education and Student Experience Committees
<b>Publication</b>	Non-confidential confirmed minutes are routinely published.
<b>Notes</b>	Where variation in roles and titles exist within Faculties, the Dean of the relevant Faculty should nominate an appropriate person to undertake the membership role.  NB: From academic session 2011/12, the committee combined the work previously undertaken by the Student Experience Committee and the Education Enhancement Committee

**Policy and Committees use only:**

Final approval by:	Senate	Version number:	
Approval date:	23 September 2015	Notes:	
Date of last review		Due for review:	September 2016



<b>Committee Name</b>	Senate
<b>Meeting Date</b>	28 October 2015
<b>Paper Title</b>	University Research and Knowledge Exchange Committee Terms of Reference
<b>Paper Number</b>	SEN-1516-16
<b>Paper Author/Contact</b>	Prof John Fletcher
<b>Purpose &amp; Summary</b>	The URKEC Terms of Reference are reviewed annually in accordance with best practice.  URKEC approved the Terms of Reference on 30 September 2015.
<b>Decision Required</b>	Formal Senate approval is required for any changes to standing committee Terms of Reference.
<b>Implications, impacts or risks</b>	None
<b>Confidentiality</b>	None



**Bournemouth  
University**

## University Research & Knowledge Exchange Committee

### Terms of Reference

<b>Delegated Authority and Purpose</b>	Responsible on behalf of Senate for leading, promoting and monitoring the University's research and knowledge exchange activity.
<b>Main responsibilities</b>	<ol style="list-style-type: none"> <li>1. To lead, promote and review research and knowledge exchange within the University;</li> <li>2. To oversee the tactical/operational delivery of the Institutional Development Plan for Fusion: Research and Knowledge Exchange;</li> <li>3. To approve policy on all matters relating to the University's research and knowledge exchange strategies;</li> <li>4. To review Faculty research and knowledge exchange strategies.</li> <li>5. To assist the University in general, and the Pro Vice-Chancellor in particular, in the development of a strong, vibrant and financially sound research and knowledge exchange culture and structure within the University;</li> <li>6. To develop a common framework to underpin how Faculties develop, manage, report and share research strategy and performance;</li> <li>7. To receive information relating to research and knowledge exchange activities within the University;</li> <li>8. To oversee strategy and preparations for the post-2014 Research Excellence Framework exercise.</li> <li>9. To be responsible for the management of the HEIF strategy and oversee the monitoring of funded projects.</li> <li>10. To maintain an overview of the Faculty Research and Knowledge Exchange Committees.</li> </ol>
<b>Duration</b>	Permanent (HEIF-5 responsibilities from 2012-13 to 2015-16)
<b>Chair</b>	Pro Vice-Chancellor
<b>Deputy Chair</b>	Nominated representative from the Deputy Deans (Research and Knowledge Exchange)
<b>Management and Support</b>	Provided by RKEO

<b>Membership</b>	<p>Vice-Chancellor (Ex officio)  Pro Vice-Chancellor, Research and Innovation (Chair)  Director of Finance and Performance  Academic Services Representative  Head of Graduate School  Head of Research and Knowledge Exchange  Business Engagement Lead  Dean Representative  Deputy Deans (Research and Professional Practice) for each Faculty (one of whom will be the URKEC Deputy Chair)  Research Communications Manager  Research staff Representative  SU VP Representative  One representative from each of the other URKEC sub-committees</p> <p>It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.</p>
<b>Quorum</b>	50% + 1
<b>Usual Number of Meetings</b>	Three per year (usually January, May and September)
<b>Reporting Line</b>	Senate
<b>Minutes</b>	Senate University Board
<b>Sub-committees</b>	<p>REF Committee  HEIF Committee  Research Concordat Steering Group  KTP Strategy Group</p> <p>The Committee has the authority to set up other sub-committees to focus on specific research and knowledge exchange projects. These sub-committees will meet in the months when URKEC does not meet and will report formally to URKEC, with some of their tasks commissioned by URKEC via its chair.</p>
<b>Publication</b>	Non confidential confirmed minutes are published on the Staff Intranet
<b>Notes</b>	Where variation in roles and titles exist within Faculties, the Dean of the relevant Faculty should nominate an appropriate person to undertake the membership role.

**Policy and Committees use only:**

Final approval by:	Senate	Version number:	4
Approval date:		Notes:	Minor amendments, September 2015
Date of last review	September 2015	Due for review:	September 2016

**BOURNEMOUTH UNIVERSITY****EDUCATION & STUDENT EXPERIENCE COMMITTEE****UNCONFIRMED MINUTES OF MEETING HELD ON 23<sup>RD</sup> SEPTEMBER 2015****SUMMARY****1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

See Section 2.3	Education and Student Experience Committee Terms of Reference
See Section 2.4	Faculty Education and Student Experience Committee (FESEC) Terms of Reference
See Section 2.5	5D - Academic Adviser Policy
See Section 3.8	Fair Marking

**3. OTHER RELEVANT ACTIONS**

See Section 3.3	NSS Results
See Section 3.5	BU Student Development Award
See Section 3.7	Audit of Mid-to-Large Surveys Distributed to BU Students
See Section 3.9	New Student Induction
See Section 7.1	Any Other Business – Education & Student Experience Plans (ESEPs)

**Minutes of the meeting held on 23 September 2015 at 1000 hours in the Board Room**Present:

Prof T McIntyre-Bhatty (Chair)	Deputy Vice Chancellor
Ms P Peckham (Secretary)	Faculty Academic Administration Manager (SciTech)
Ms M Frampton (Clerk)	Policy and Committees Officer (AS)
Mr J Cooke	Head of Student Engagement (SUBU) [Left the meeting at 10.20am]
Dr B Dyer	School Student Experience Champion (HSS) & Chair of Student Voice Committee
Dr D Holley	Centre for Excellence in Learning Representative (CEL)
Mr A James	General Manager of the Students' Union (SUBU)
Mr S Jones	Head of Facilities Management
Ms J Mack	Head of Academic Services (AS)
Dr A Main	School Student Experience Champion (SciTech)
Ms E Mayo-Ward	Vice President (Education) of the Students' Union 2015/16 (SUBU)
Canon Dr B Merrington	University Chaplain
Dr S Minocha	Pro Vice-Chancellor (Global Engagement)
Prof E Rosser	Deputy Dean (Education and Professional Practice) (HSS)
Dr G Roushan	Associate Dean (Education) (FM) and Chair of the Technology Enhanced Learning Strategy Forum
Dr P Ryland	Deputy Dean (Education and Student Experience) (FM)
Dr C Shiel	Associate Professor (SciTech)
Prof T Zhang	Head of the Graduate School (GS)

In Attendance:

Ms D Hornsby	Senior PRIME Analyst
Ms L Ladle	Careers and Employability Manager (SSS)
Ms J De Vekey	Research and Information Officer (SUBU)
Prof G Thomas	Professor and Director of the Centre for Excellence in Learning
Mr J Nugent	Professional and Personal Development Officer (GS)

Apologies:

Apologies had been received from:

Ms M Barron	Head of Student Support Services (SSS)
Associate Prof G Esteban	Member of the Professoriate (SciTech)
Ms A Lacey	Student Rep Champion (HSS)
Mr S Laird	Director of Estates
Prof K Phalp	Deputy Dean (Education and Professional Practice) (SciTech)
Mr R Pope	Vice President (Welfare) of the Students' Union 2015/16 (SUBU)
Ms C Schendel-Wilson	SU President 2015/16, Students' Union (SUBU)
Ms D Sparrowhawk (Secretary)	Faculty Director of Operations (HSS)
Ms C Symonds	Head of Quality and Academic Partnerships (AS)
Mr J Ward	Director of IT Services

**1. Welcome and Introductions**

The Chair welcomed the group to the meeting and introductions were made.

## 2. Minutes of Previous Meeting held on 12<sup>th</sup> May 2015

### 2.1 Accuracy

The minutes were approved as an accurate record of the meeting.

### 2.2 Matters Arising

#### 2.2.1 Minute 2.1 – Student Charters

*A group had looked at compliance of the 'Commitment' against the new guidance issued to the HE sector and further discussions would take place.*

**Action Completed:** Mr Cooke provided a paper which gave an update on the review of Student Charters. The paper included information of all the work carried out over the past year, which had been very complex. Mr Cooke gave an overview of the four main points which included:

- Formulating the BU Commitment – a simple overarching statement which captured the culture and ethos of BU to help set student expectations and help students understand BU better when they first contact the University, but also potential staff, suppliers, the local community and worldwide.
- To comply with Competition and Markets Authority (CMA) guidance - there would be a formal 'student agreement' which stated all the information required by Consumer Law in order for students to make a good judgement about the decision to join the BU community. This work has already been completed and approved for the start of the 2015/16 academic cycle.
- The work and approach taken in creating a set of expectations to be held within the BU Commitment was valuable and further consideration should be given how to take this forward in partnership with students and faculties. A single BU wide set of expectations would help students and staff understand and work within the culture of BU.
- There was still potential value in each Faculty retaining their own charter to aid the expectations of students. Whether this remained a 'Faculty Student Charter' or 'Faculty Expectations' document was probably less important than ensuring that students and BU staff continue to work in partnership to develop the positive aspects of the BU culture.

Dr Ryland had attended various working group meetings and noted that academic staff appeared keen to retain the Charter, which had been agreed could be strengthened and customised at Faculty level.

Further work would be carried out on the wording of the BU Commitment by the Working Group. Dr Ryland agreed to continue as a member of the Working Group. Any members who wished to be involved in future Working Group discussions were advised to contact Mr Cooke.

**Action: ALL**

#### 2.2.2 Minute 3.2.1 – Arrivals and Induction Review

*New induction proposals were now in place and the arrivals web pages for new students now included a joint BU/SUBU 'landing' page, which would be much simpler for new students. These web pages would be monitored during September 2015 and an update would be provided to the Committee on 23 September 2015.*

**Action Completed:** Mr James advised that progress with the joint BU/SUBU single website landing page had been successful and further work and monitoring of the process would continue.

#### 2.2.3 Minute 3.1 – The approach we are taking to discuss student performance at the end of Semester 1 and what can be put in place to further encourage and support their learning

*Academic Adviser guidance would be circulated to members on or before 12 June 2015 for approval, in order the guidance was in place before the start of the 2015/16 academic year.*

**Action Completed:** The new Academic Adviser Policy was approved by Chair's Action on 10 August 2015 and the Policy was now part of the Academic Regulations, Policies and Procedures (ARPP) and had been titled *5D – Academic Adviser Policy*.



- 2.2.4 Minute 3.2 – International Mobility of Students Update  
*IUPC needed to agree on the information to be measured in order that a mechanism to collect the information could be put into place. Ms Symonds would provide an update to the Committee.*  
**Action Completed:** Discussions had taken place over the summer regarding an effective method of capturing all international student mobility related to BU programmes. Currently, Faculty Administrators record all international student mobility on the central student travel insurance register, including Faculty-led field trips and activities of shorter duration. Using the student travel insurance register as a record of international student mobility will, with some enhancements, provide an appropriate mechanism for obtaining the required information. There have been discussions between PRIME/ABI and Faculty administrators and others within the University. Whilst some of the final details have yet to be agreed, the information to be measured would provide the required details of international mobility relating to a student's BU programme.
- 2.2.5 Minute 3.2 – International Mobility of Students Update  
*The Global Horizons Fund framework was not yet completed. Ms Symonds would circulate the information to members.*  
**Action Completed:** Ms Symonds provided members with the Global Horizons Fund Policy which had been discussed at the July meeting of the International & UK Partnerships Committee.
- 2.2.6 Minute 3.3 – SUBU President's Report – Introduction of Smoking Shelters  
*Members agreed this issue should be transferred to the Health & Safety Committee for further discussion. Research was still ongoing. The research outcomes would be passed on to the Health & Safety Committee in due course.*  
**Action Completed:** The SUBU President would pass the issue with regards to smoking shelters around campus on to the Health & Safety Committee for further discussion and decision making. The outcomes of the research carried out by Manchester Metropolitan University would also be passed to the Health & Safety Committee.
- 2.2.7 Fair Marking Update  
*Ms Mayo-Ward attended a meeting on 12 May 2015 with CEL and good discussion had taken place regarding Fair Marking. Ms Mayo-Ward would provide members with further information on 23 September 2015.*  
**Action Completed:** This item was listed on the agenda for discussion under Agenda Item 3.8.
- 2.2.8 Review of Education and Student Experience Plans (ESEPs) 2014/15  
*The newly formed Faculty ESEC meetings would start in the 2015/16 academic year, although one such meeting already existed in HSS. It was agreed that a generic Terms of Reference would be good practice and Ms Mack agreed to take this forward for approval in time for the start of the new academic year.*  
**Action Completed:** The new FESEC Terms of Reference were listed on the agenda under Agenda Item 2.4 for ratification.
- 2.2.9 Review of Education and Student Experience Plans (ESEPs) 2014/15  
*As good practice and in line with the HSS system, units with high fail rates ( $\geq 20\%$ ) would be required to present a report to the Assessment Board and this requirement should be adopted by all Faculties for summer 2015 and beyond.*  
**Action Completed:** All Faculties had put this suggested practice in place.
- 2.2.10 Review of Education and Student Experience Plans (ESEPs) 2014/15  
*Following a discussion regarding the wording used within co-creational assignment briefs, it was noted that a common theme across Faculties was the wording used within assignment briefs was not always clear and students were sometimes unsure of what was required of them. Members requested Prof Rosser to share her knowledge in bullet point form via email.*  
**Action Completed:** Prof Rosser circulated a paper to DDEPPs on 7 July 2015.
- 2.2.11 Review of Education and Student Experience Plans (ESEPs) 2014/15  
*The ESEC Clerk would circulate a copy of the Faculty of Media and Communication's ESEP with the minutes.*

**Action Completed:** On 11 June 2015, the ESEC Clerk circulated the Faculty of Media and Communication's ESEP with the unconfirmed ESEC minutes of 12 May 2015.

2.2.12 Review of Education and Student Experience Plans (ESEPs) 2014/15

*Members suggested that a summary be added to each Faculty Handbook to indicate the number of plagiarism offences which had taken place over past academic years. It was agreed that DDEPPs would take this suggestion forward within Faculties.*

**Action Completed:** All Faculties confirmed that this suggestion would be/had been added to handbooks.

2.2.13 Review of Education and Student Experience Plans (ESEPs) 2014/15

*Dr Ryland asked whether it would be possible for the Estates Department to look into the possibility of introducing a facility to reserve smaller rooms/staff offices through the timetabling system. Mr Jones agreed to discuss this issue further within the Estates Department.*

**Action Ongoing:** The current University timetabling system and processes were reviewed to see if this request could be supported. The current class group level timetabling does not support the addition of smaller student groups to allocate in individual staff offices. The provision of individual student timetables will be a focus of the Student Journey Unified Calendar phase and should allow the addition of ad hoc meetings in offices or other small spaces to be shown alongside timetabled teaching. In the interim for 2015/16, a generic "room" entitled Staff Office has been set up, to enable drop-in or surgery sessions to be held in staff offices. Students can go to the staff office of the lecturer attached to the events.

2.2.14 Review of Education and Student Experience Plans (ESEPs) 2014/15

*With regards to the 2015 Arrivals campaign, Ms Mack agreed to determine the timescales of enrolments, arrivals and library inductions and share the information with members.*

**Action Completed:** The ESEC Clerk circulated information regarding the 2015 Arrivals campaign to ESEC members on 30 July 2015 on behalf of Ms Mack and advised of the communications which were published on the intranet. The email also included a link to the Student Induction agreements which outlined the three stages in more detail and the Plan outline (including the timescales of enrolments, arrivals and library inductions).

2.2.15 Annual Review: Postgraduate Taught (PGT) Framework Review

*Members were impressed with the information contained within Table 3.2 within the paper and requested a breakdown by School/Faculty as it would be helpful for academic staff to encourage students to continue with this good work.*

**Action Completed:** An update would be provided under Agenda item 3.10.

2.2.16 Annual Review: Key Performance Indicators/Performance Indicators

*The target for PI15 (Academic staff on secondment into industry) was 10%, although in a number of areas within BU the figure was much lower at 5%. Members were surprised by the lower figure for PI15 as most academic staff use colleagues in industry on a regular basis through assignments and engagement with unit materials. There was a query whether this information was being recorded correctly. Prof McIntyre-Bhatty agreed to look further into this issue.*

**Action Completed:** An annual review of KPIs has taken place which has been approved by UET and would go to ULT and onto the Audit Risk & Governance Committee (ARG) for information in due course. PI15 would change its name from 'Academic staff on secondment into industry' to 'Academic Staff also working industry'. To ensure the data was complete and robust it was proposed that data was collected and reviewed via Heads of Departments within the Faculties on a bi-annual basis. It was envisaged Heads of Departments would be closer to the staff base to confirm whether academics were also working in industry. A bi-annual exercise would also reduce the data collection burden on Faculties and facilitate reporting at departmental level. Finally to ensure the data was complete, it was proposed that the definition would be expanded to include part time hourly paid lecturers.

2.2.17 SUBU President's Report

*The results of the Times Higher Education Survey had shown that BU sports facilities had decreased this year and had dropped below the sector average. Mr Jones would share this information with the Estates Department and pursue with colleagues.*

**Action Completed:** The information had been shared with Estates Executive. There were no plans for any significant development of sports facilities within the Estates Development Framework, or identified by Student Support Services (SSS). Minor works to improve changing facilities were in hand for 2015/16.

#### 2.2.18 SUBU President's Report

*Ms Mayo-Ward, the Graduate School and John Fletcher were working together to develop an action plan for addressing the issues raised in the Postgraduate Research Experience Survey (PRES) and a list of the top issues raised by PGR students were highlighted to members. All of the issues would be reviewed by the Graduate School.*

**Action Completed:** Prof John Fletcher, SUBU, the Graduate School and PGR representatives consulted and agreed the actions. Progress against the actions was now being monitored via Committee activities.

#### 2.3 Education and Student Experience Committee (ESEC) Terms of Reference and Membership

2.3.1 Dr Ryland suggested that Item 11 on the Terms of Reference should read Faculty Associate Dean (Student Experience). This would be amended accordingly.

**Action: ESEC Clerk**

2.3.2 The Chair advised members that he was in the process of recruiting a Deputy Chair and two Professoriate members to the Committee. The Chair noted the contribution of members of the Committee who were no longer serving members.

2.3.3 It was agreed that Items 17 and 18 in the Membership section of the Terms of Reference would be overwritten to read Director of Estates only. Mr Jones assured the Chair that a senior member of the Estates Department or Facilities Management would always be present at each meeting if the Director of Estates could not attend.

**Action: ESEC Clerk**

2.3.4 The ESEC Clerk would remove Dr Martin Broad from the Membership List.

**Action: ESEC Clerk**

2.3.5 **Approved:** The Education and Student Experience Terms of Reference and Membership List were approved.

#### 2.4 Ratification of Faculty Education and Student Experience Committee (FESEC) Terms of Reference

2.4.1 Ms Mack introduced the new FESEC Terms of Reference which had been discussed at various Faculty meetings and Deans' Forum following approval by Senate to create the new committees in June 2015.

2.4.2 It was noted that the Graduate School had been omitted from the Membership List on the Terms of Reference. The Terms of Reference would be amended accordingly.

**Action: JM**

2.4.3 It was agreed that the HSS Admissions Progression and Employment Committee would report to HSS FESEC.

2.4.4 Dr Main queried the wording of Item 6 of the Main Responsibilities and believed the word was tautologous. This section would be amended accordingly.

**Action: JM**

2.4.5 **Ratified:** The Committee ratified the Faculty Education and Student Experience Committee Terms of Reference.

#### 2.5 Ratification of Chair's Action – Academic Adviser Policy

2.5.1 The new *5D – Academic Adviser Policy* was noted.

2.5.2 **Ratified:** The Committee ratified the new policy *5D – Academic Adviser Policy*.

**3 PART 1: FOR DISCUSSION****3.1 Debate Item: Suggestions**

The Chair asked members to submit any suggestions for future debate items to the ESEC Clerk or the ESEC Secretary.

**Action: ALL**

**3.2 Alumni Relations and Fundraising Programmes**

3.2.1 The Alumni Relations and Fundraising Programmes paper was noted.

3.2.2 Mr Saddington was unable to attend the meeting, therefore the Chair asked members for any questions which could be passed on to Mr Saddington for response.

3.2.3 Mr James advised that SUBU had been grateful to receive Santander grants and the Santander interns had also been appreciated by SUBU and they were looking forward to having more interns this year.

3.2.4 The Chair informed members that the paper had advised of the good opportunities being provided for students through this route, although processes were still bedding in. Moving forward, the Chair would like to see more commentary on the impact of the initiative(s) being included in the report.

**Action: MS**

**3.3 National Student Survey (NSS) Results / Annual Review of PREP / Education & Student Experience Plans (ESEPs)****NSS Results**

3.3.1 The Chair opened the discussion which would focus on the steps which needed to be taken to enhance education and student experience.

3.3.2 Prof Rosser advised that the issue with timetabling experienced by HSS last year had been resolved and it was confirmed that a new timetabling member of staff was now in place. It had been clear that due to the lack of the timetabling staff member within HSS last year, this had affected a number of programmes and also the NSS results.

3.3.3 Dr Roushan suggested that a number of comments regarding the NSS results around staffing, assessment and feedback and late assessment, could be addressed through seeking assistance from the Centre for Excellence in Learning (CEL) working with Faculties and Departments. Dr Roushan would work with CEL in targeted areas and put a plan into place. Dr Holley reminded the Committee that any staff members who needed assistance were welcome to contact CEL for assistance. Dr Roushan believed the NSS results had helped to focus action and highlight developmental areas which required further work and would encourage best practice in areas where tutors could identify areas for improvement. It was noted that it would be important for staff recognise when they needed support to make enhancements and that all staff should fully engage in the further development of their pedagogy and facilitation of student learning.

3.3.4 Within SciTech it was noted that there was evidence of good pedagogy and excellent teaching staff in some areas, and over the summer a considerable amount of work had been carried out to identify the disciplines which required improvement. In future, teaching observations would be more focused and would become not just 'peer observation' but also 'expert observation' which would help to shape those areas which require assistance in curriculum development, curriculum structure, delivery methods, and assessments.

3.3.5 The embedded Academic Adviser role within HSS had encouraged and allowed students to flourish. Further work would be carried out to assist all academic staff with ensuring the Academic Adviser role starts to make a significant difference to the student experience of all students. It was important that academic staff were assisted to make the transition and to undertake the role of Academic Adviser diligently and enthusiastically.

- 3.3.6 A discussion took place regarding the NSS and the headings used, as it had become clear that many students did not understand the headings and the questions being asked. Prof Rosser highlighted the areas within HSS where a score of 100% had been achieved – these areas had often ensured that adult to adult conversations with student cohorts regarding the NSS had taken place and that grievances had been listened to. This had resulted in students feeling listened to and valued and subsequently led to an increased NSS score. Members agreed that many students did not understand the work being undertaken by staff ‘behind the scenes’ and therefore action should be taken immediately to start to help students to understand and interpret the NSS themes and questions.
- 3.3.7 Dr Main confirmed that SciTech would be speaking to students to explain the meaning of the words used within the NSS and to explain what each question means. It was believed that by educating students from Year 1 and into Year 2 would make a significant difference to the overall results moving forward.
- 3.3.8 The Chair reminded members of the importance of feeding back to students work undertaken, and issues resolved in response to the student feedback and suggestions. MUSE provided a rich source of data upon which staff could reflect, learn and then feedback to students on resultant actions, in class and on myBU.
- 3.3.9 Ms Mack advised that space in the library had historically been an issue which had also been noted from the NSS results. A project had recently commenced looking at the ground floor of the library to explore options to maximise student space. Library opening hours had also been commented on in the NSS results. Library opening hours had been extended with effect from the 2015/16 academic year. It had been noted that students had suggested having 24 hour opening in the library, however this was not currently possible but late night/overnight demand, via comments, would be monitored over the coming months. There was a correlation between active ownership and engagement with library reading lists by academics and more positive MUSE/NSS scores. Dr Main commented during the discussion that it was important for academics to work with Faculty Librarians to ensure the library book stock was reviewed regularly, for example to remove multiple copies of out of date books. Academic staff and Faculty Librarians should liaise closely to ensure regular reviews of library resources.

**Action: JM/Faculty Librarians**

- 3.3.10 A discussion took place regarding timetabling resilience. Mr Jones commented that he would need more time to reflect on this issue. Mr Jones congratulated HSS who had published their timetables by 28 August 2015, which was one week before the other Faculties. Mr Jones also added that if any Faculty should have any staffing issues at this critical point in the year when timetables were being drawn up, they should contact the Estates team who could assist with providing expertise for a short period of time. The Chair reminded members that key staff need to be available at busy times of the year. The remaining three Faculties would need to carry out further work to identify how they would aim to publish their timetables as early as HSS. Mr Jones agreed to follow this up with Faculty Exec Teams.

**Action: SJ**

- 3.3.11 Ms Ladle reminded members that Careers Advice staff, along with CEL were available to support academic staff and Academic Adviser roles as much as possible in order to improve the NSS figures.

- 3.3.12 The Chair gave an overview of the areas discussed:

- Members were reminded that each department should be engaging with CEL for support, especially in the area of Assessment & Feedback.
- In terms of understanding the NSS and MUSE, explanations should be given to students about what the NSS actually means and the impact.
- Staff need to provide clear feedback to students on MUSE data and then ensure actions are targeted and delivered.
- Academic staff can be supported by ‘expert’ colleagues and work with CEL for support and mentoring.
- Faculties need to ensure that the Academic Adviser roles are embedded and that relationships between Academic Advisers and students are as productive as possible and are valued by staff and by students.
- Ongoing support and training should be provided to Academic Advisers throughout the year.

- More floor space in the library is to be opened up for students and the opening hours are to be extended.
- We need to be more aware of active management of reading lists by staff and therefore active unit management by staff, as it is indicative of staff ownership of units and therefore potential quality of delivery.
- There needs to be more resilience in timetabling staff, timetabling activity, and better measures of timetable quality (which will be delivered through a Unified Calendar).
- Ensure that students have a single IT sign-on and a consistent one-stop place for support, and therefore do not have to log into multiple systems on entry to the University. We need to continue to learn from what other Universities are doing, operate at the cutting-edge of best practice and determine how we can exceed the expectations of students.

#### Annual Review of PREP

3.3.13 The PREP reports were taken as read.

3.3.14 The Chair asked members to highlight any items of interest/importance.

3.3.15 Prof Rosser confirmed that HSS had found the PREP exercise a valuable process which had raised some issues regarding the feedback students were receiving.

3.3.16 Following discussion, it was agreed that those in Faculties responsible for leading and co-ordinating PREP activity should undertake more work centred around last year's MUSE data and outcomes, rather than generic activity. The Faculty of Management had benefitted from CEL's input into PREP activity which had brought a different dimension to the process which staff had valued.

**Action: DDEPPs**

3.3.17 Members agreed that further work on enhancements and initiatives would be carried out in Faculties over the coming twelve months.

#### 3.4 SUBU President's Report

3.4.1 Ms Mayo-Ward introduced the first section of the paper which had reconfirmed that the Student Opinion Survey (SOS) was a predictor of what the NSS scores would be year on year. If the University continued to listen and act on the feedback received from students, then the University would be able to improve both their student experience and the NSS scores.

3.4.2 93.3% of BU leavers obtain employment within six months of graduating which was a remarkable figure. This was an area that the University excelled in due to the opportunities that the University offers its students and for which BU should be proud.

3.4.3 SUBU's Top 5 priorities for the 2015/16 academic year are:

- 1) A continued partnership with CEL in developing academic societies over the next year.
- 2) The first 'Big Give' campaign would take place this year, which would hopefully create a much bigger departmental shift for the SUBU ethical and environmental agenda. Further work would continue with BU's Sustainability Team and student groups and SUBU were now aiming to be in a position to apply for the Green Impact 'Excellence' Award with the NUS next year.
- 3) SUBU would continue to work with postgraduate students to improve the postgraduate student experience at BU.
- 4) Student housing would be a big focus of SUBU this year. Students would be encouraged to be aware and as knowledgeable as possible of their rights and responsibilities when living in their student home.
- 5) The last priority would be to improve the student experience for students based at Lansdowne. SUBU would be increasing its presence at Lansdowne and spending more time speaking to students to understand the student demographic and how student experience could be improved upon.

3.4.4 Mr James informed the Committee that SUBU would continue to advise the University of any important issues that arise as SUBU wanted to work in partnership with the University in order to improve next year's NSS results.

3.4.5 **Noted:** The Committee noted the paper.

3.5 BU Student Development Award (SDA)

3.5.1 The number of applications had increased this year to 440 and in order to support the volume of students, a new model of automation of registration and logins had been piloted. With the introduction of the new online 'Work Flow Page' in MyCareerHub, students were now able to self-manage their progress. This had unfortunately resulted in a lower number of completions this year. Steps have now been put into place to address this and students were now being advised of the milestones which must be completed and supported appropriately to do so.

3.5.2 This year one sponsor had declined to continue with Award sponsorship this year, although Babcock had shown interest in extending their relationship with BU by becoming an SDA sponsor. Babcock are involved in various charitable organisations and related community activities.

3.5.3 There had been good attendance at the SDA Awards Ceremony in May, which had included students from all Faculties, staff members, Deans of Faculties, parents and guests of students as well as the Deputy Mayors of Poole and Bournemouth and our sponsors.

3.5.4 Members noted that within Appendix 1 of the paper, the number of completions had been disappointing this year. Ms Ladle explained that this could possibly be due to some students delaying completion for one year as they wished to achieve a merit or distinction. It was noted that the SDA does receive a lot of support from Faculties and all assistance was greatly appreciated. With the introduction of Academic Advisers within Faculties, it would be beneficial to the SDA and students if Academic Advisers could assist with promoting the importance of the Award.

3.5.5 The Chair requested members to cascade the essence of the discussion to Academic Advisers in order to give added value to student profiles. Ms Ladle agreed to provide DDEPPs with a list of students who were involved in the SDA in order that Academic Advisers could discuss the SDA with students.

**Action: LL**

3.5.6 It was noted that Sonya Harvey, Student Development Award Coordinator, provides regular workshops for students to help students focus on the SDA and to become as active as possible. Ms Ladle would provide members with information regarding the workshops planned for the 2015/16 academic year.

**Action: LL**

3.5.7 **Noted:** The Committee noted the paper.

3.6 Competition and Markets Authority (CMA) Guidance Update

3.6.1 To demonstrate compliance to the CMA Guidance, a new Student Agreement had been written which summarised the key terms and conditions that apply to students. Further work on appropriate documentation would continue over the next few months. Members agreed that the Student Agreement was a significant enhancement and that it would be further strengthened in the future by the addition of the BU Commitment (refer to paragraph 2.2.1 above).

3.6.2 **Noted:** The Committee noted the paper.

### 3.7 Audit of Mid-to-Large Surveys Distributed to BU Students

3.7.1 Dr Dyer introduced the paper which highlighted the increased number of surveys deployed to BU students during 2014/15. It was proposed that the number of surveys should be reduced and the Student Voice Committee (SVC) should become the approval gateway moving forward.

3.7.2 SVC tasked the Research and Information Manager, Ms De Vekey, with conducting an audit of mid-to-large scale surveys during the 2014/15 academic year. Ms De Vekey presented the findings of the audit as below:

- 19 surveys were identified as being deployed without any reference to SVC for approval or advice regarding the timing of deployment.
- Although there had historically been a lack of clarity around SVC's remit (as to whether it includes oversight of surveys deployed by Professional Services) the SVC Terms of Reference were clear and all need to adhere to such.
- There was evidence of a large amount of duplication of questions and areas investigated within surveys. Level I students were potentially asked up to 450 questions and Level C students, up to 300 questions.
- Members of SVC would need to continue to provide information around alternative methods of deploying surveys.

3.7.3 SVC hoped to be able to help SUBU and the University to streamline the number of surveys deployed and the number of questions asked. It was agreed that both SUBU and BU would now share information and a central repository of survey data would be created.

**Action: SVC/SUBU**

3.7.4 Following discussion, members agreed that the information collated should be shared with staff members as required. Further work would also be carried out to look further into reducing the number of surveys and to make all staff members aware of the data already being held.

3.7.5 The Committee agreed that SVC should be the approval gateway moving forward and this had already been included in the SVC Terms of Reference. Members were requested to cascade this decision to all relevant parties within the institution.

**Action: All**

3.7.6 **Considered:** The Committee discussed and considered the paper.

### 3.8 Fair Marking Update

3.8.1 Following on from the previous debate on Fair Marking on 25 March 2015 and following further work carried out by a cross-institutional group led by SUBU and CEL, it was noted that the term Anonymous Marking would be a preferred term to use moving forward. The paper set out the principles of why Anonymous Marking should be adopted by the University. It was noted that Anonymous Marking should not be adopted in all cases, but should be adopted wherever possible.

3.8.2 The four principles which should be considered were:

- We should recognise that unconscious bias exists and we should seek to help minimise its impact where we can.
- Manage student perception – 'Not only must justice be done; it must also be seen to be done'.
- Enhance trust – effective development of assessment systems should seek to enhance trust across the University, not reduce it.
- Recognise limitations – whilst Anonymous Marking may not always be appropriate, the application of the principles could still happen.



- 3.8.3 Ms Mayo-Ward recommended that the four principles be adopted and guidance should be developed for their application across the University, aiming for every student experiencing at least one anonymously marked summative assignment on each year of their programme. Members were reminded that Anonymous Marking did not mean Anonymous Feedback and students should always know who the marker was so they can speak to the marker.
- 3.8.4 The proposal was accepted. The 2015/16 academic year would be when pilots and supporting administrative arrangements for the transition would be put in place, and by the 2016/17 academic year the proposal would be fully in force, that Anonymous Marking be adopted wherever possible.
- 3.8.5 **Approved:** The Committee approved the recommendation that the principles of Anonymous Marking be adopted within the University and that Anonymous Marking be adopted wherever possible.

*POST MEETING NOTE: Academic Services were in the process of setting up a small working group to agree how the principles would be reflected in policies and processes, and to also agree the scope of the 2015/16 pilots.*

### 3.9 New Student Induction

- 3.9.1 Prof Thomas provided a brief overview of the new student induction arrangements implemented this academic year. Overall, the University's new processes had worked well and students were receiving interesting opportunities before they arrive. Registers were now being taken, inspirational lectures were being delivered and the tours were going well.
- 3.9.2 Mr James suggested that the time allocated by the Faculties to talks given by SUBU is considered further as SUBU had experienced some instances of only being allocated five minutes to speak to new students and were therefore unable to encompass SUBU's role within the University.
- 3.9.3 The Chair asked Prof Thomas to continue monitoring the new student induction arrangements and provide an update, and recommendations for future cycles, at the next meeting on 11 November 2015.

**Action: GT**

- 3.9.4 **Noted:** The Committee noted the paper.

### 3.10 PGT Framework Update

- 3.10.1 Mr Nugent provided the Committee with an update of the PGT Development Award and student experience activities carried out by the Graduate School over the 2014/15 academic year.
- 3.10.2 Section 3.1 outlined achievements, registration numbers and completion rates for the development award and a lot of work had been carried out over the summer by working with PGT students in order to get them involved. Section 3.2 regarding feedback had been very positive with 96% of respondents being Very Satisfied or Satisfied about their overall Postgraduate Development Award (PGDA) experience. 79% of respondents agreed that the PGDA helped them to improve their career prospects.
- 3.10.3 The Graduate School was congratulated on hitting the targets and delivering the PGDA to a high standard.
- 3.10.4 **Noted:** The PGT Development Award and student experience activities update was noted.

### 3.11 Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES)

- 3.11.1 The paper provided an analysis of the results of the annual Postgraduate Taught Experience Survey (PTES) and the Postgraduate Research Experience Survey (PRES). Further analysis of the qualitative data of the PTES was being carried out.
- 3.11.2 **Considered:** The Committee considered and noted the papers.

**4 PART 2: FOR APPROVAL AND ENDORSEMENT**

4.1 There were no items for approval and endorsement.

**5 PART 3: FOR NOTE**

5.1 Centre for Excellence in Learning Update

5.1.1 **Noted:** The paper was noted.

**6 REPORTING COMMITTEES**

6.1 Student Voice Committee Minutes of 29 April 2015 and 17 June 2015

6.1.1 **Noted:** The minutes were noted.

6.2 Technology Enhanced Learning Strategy Forum (TELSF) Minutes of 30 April 2015

6.2.1 Dr Roushan advised that TELSf had carried out a lot of work on a strategic roadmap with colleagues across the University. The full paper would be available for the next meeting to review.

6.2.2 **Noted:** The minutes were noted.

**7. ANY OTHER BUSINESS**

7.1 Members were advised that ESEPs should continue to be completed and managed within Departments, considering actions and enhancements at programme level, and for a Faculty overview to be provided and subsequent discussions to be driven within Faculties through Faculty Executive Meetings and the new Faculty Education & Student Experience Committees. Following the ULT away day, Faculties had been asked to consider seeking the attendance of the Vice-Chancellor, and other members of the University Executive, at their Executive and Departmental team meetings so that the University Executive could hear about what had been achieved regarding enhancements to the student experience.

*POST MEETING NOTE:*

*Faculty consideration of ESEPs should be clearly minuted in Faculty ESEC meetings and these minutes should be made available to the next meeting of ESEC on 11 November 2015 together with copies of all Faculty ESEPs. Professional Services should progress their ESEP as normal, and these will be reviewed at the ESEC meeting on 11 November 2015.*

7.2 Prof Thomas reminded members that CEL was available to assist with development sessions for Departments, and that CEL would also be setting-up a seminar series shortly. Prof Thomas expected all Departments to engage with CEL in support of their enhancements to student learning thereby delivering better NSS results.

**Action: HoDs**

**8. DATE OF NEXT MEETING**

2.00pm on Wednesday 11<sup>th</sup> November 2015 in the Board Room

**BOURNEMOUTH UNIVERSITY****ACADEMIC STANDARDS COMMITTEE****UNCONFIRMED MINUTES OF MEETING HELD ON 7<sup>TH</sup> OCTOBER 2015****SUMMARY****1. RECOMMENDATIONS FOR APPROVAL**

- See Section 3.4 Proposed Changes to 6A – *Standard Assessment Regulations: Postgraduate Research Degrees*  
(This item is listed on the Senate agenda for approval under Agenda Item 6.3)

**2. APPROVALS**

- See Section 2.3 ASC Terms of Reference and Membership List  
See Section 2.4 Faculty Academic Standards Committee (FASC) Terms of Reference
- See Section 3.4 Proposed Changes to 6A – *Standard Assessment Regulations: Postgraduate Research Degrees*
- See Section 4.1 8C – *Higher Doctorate Awards at Bournemouth University: Procedure*
- See Section 4.2 Quality Assurance and Enhancement Group (QAEG) – New Nominations Received
- See Section 4.3.1 Faculty of Management Proposal: New Programme – M.AccFin (Hons) Accounting and Finance
- See Section 4.3.3 Faculty of Media & Communication Proposal: New Programme – LLB (Hons) Law with History
- See Section 4.3.4 Faculty of Media & Communication Proposal: New Programme – LLB (Hons) Law with Politics
- See Section 4.3.5 Faculty of Media & Communication Proposal: New Programme – PG Cert in Legal Practice
- See Section 4.3.6 Faculty of Science & Technology Proposal: New Programme – MSc in Forensic and Investigative Psychology
- See Section 4.3.7 Faculty of Management Proposal: New Programme – MSc in Crises, Disaster Management and Cyber Security
- See Section 4.4.1 Faculty of Health & Social Sciences Deferral: Independent and Supplementary Prescribing for Nurses and Midwives (Level 6 40 credits)
- See Section 4.4.2 Faculty of Media & Communication Deferrals: Deferral of periodic review of Grad Dip/CPE Law delivered at BU and GTA and PG Dip Legal Practice and LLM Legal Practice (LPC) Professor of Crisis & Disaster Management
- See Section 4.4.3 Faculty of Management Deferral: MA/MSc/PG Dip/PG Cert Professional Development (Loss Adjusting) (CPD CILA Programme)

### 3. OTHER RELEVANT ACTIONS

See Section 3.1	Marketing and Communications Annual Report
See Section 3.2	Revised Approval/Review/Modification Processes
See Section 3.3	Faculty of Media & Communication – Faculty Quality Audit and Action Plan
See Section 5.1	NSS Results
See Section 5.2	New Partnership Agreements
See Section 5.3	Completed Framework/Programme Reviews, Validations and Reviews for Closure
See Section 5.4	Pending External Examiners
See Section 5.5	External Examiner Nominations and Examination Teams for Research Degrees
See Section 5.6	AECC Partner Review Action Plan
See Section 5.7	Wiltshire College Salisbury Partner Review
See Section 5.8	Guernsey Training Agency Partner Review and Action Plan

**BOURNEMOUTH UNIVERSITY  
ACADEMIC STANDARDS COMMITTEE**

**Unconfirmed**

**MINUTES OF A MEETING HELD ON 7<sup>TH</sup> OCTOBER 2015**

**Present:**

Prof Tim McIntyre-Bhatty (Chair)	Deputy Vice-Chancellor
Mr David Foot	Market Research Manager (M&C)
Mr Alan James (left at 11.30am)	General Manager of the Students' Union (SUBU)
Ms Jacky Mack	Head of Academic Services (AS)
Prof Iain MacRury	Deputy Dean – Research & Professional Practice (FMC)
Dr John Oliver, Assoc. Prof	Professoriate Representative (FMC)
Prof Keith Phalp	Deputy Dean – Education and Professional Practice (FST)
Prof Elizabeth Rosser	Deputy Dean – Education & Professional Practice (FHSS)
Dr Gelareh Roushan	Associate Dean (Education) (FM)
Ms Chloe Schendel-Wilson (left at 12.00pm)	President 2015/16, Students' Union (SUBU)
Ms Catherine Symonds (Secretary)	Head of Quality & Academic Partnerships (AS)
Prof Tiantian Zhang	Head of the Graduate School (GS)

**In Attendance:**

Prof Ann Brooks [Agenda Item 4.3.2]	Professor In Sociology (FHSS)
Dr Terri Cole [Agenda Item 4.3.6]	Senior Lecturer In Forensic Psychology (FST)
Dr Jane Elsley [Agenda Item 4.3.6]	Senior Lecturer in Psychology & PG Framework Leader (FST)
Ms Ann Fernandez [Agenda Item 3.1]	Director Of Marketing & Communications (M&C)
Ms Nikki Finnes [Agenda Item 3.2]	Quality & Enhancement Manager (AS)
Ms Maxine Frampton (Clerk)	Policy & Committees Officer (AS)
Dr Julie Kirkby [Agenda Item 4.3.6]	Senior Lecturer In Psychology (FST)
Dr Andrew Main	Associate Dean (Student Experience) (FST)
Prof Lee Miles [Agenda Item 4.3.7]	Professor of Crisis & Disaster Management (FM)
Ms Sally Weston [Agenda Item 4.3.3, 4.3.4, 4.3.5]	Head Of Department In Law (FMC)

**1 APOLOGIES**

Apologies were received from:

Ms Ellie Mayo-Ward	Vice President (Education) 2015/16, Students' Union (SUBU)
Mr A Thorkeldsen	Director of Undergraduate Programmes, Anglo European College of Chiropractic (AECC)

**2 MINUTES OF THE MEETING HELD ON 14<sup>TH</sup> MAY 2015 (ASC-1516-01)**

**2.1 Accuracy**

The minutes (ASC-1516-01) were approved as an accurate record.

**2.2 Matters Arising (ASC-1516-02)**

Minute 3.1.9 – Student Population Statistics – Doctoral Completions

*The Doctoral Completions information provided by Dr Sheridan indicated that if a Doctoral student had a scholarship, they generally performed better and were more likely to complete their studies on time. Members were reminded to cascade this information through the academic community and to widen the discussion institutionally within Faculty Executive meetings.*

**Action Completed:** All Faculties confirmed the information had been circulated to Heads of Department, FASC members and Faculty Executive for note and action. Discussions had taken place at Faculty Executive meetings and this standing item would ensure work would continue.

Minute 4.1.2 - Reconsideration of Professional Doctorate Titles

*For consistency, Prof Zhang would reconsider the four Professional Doctorate titles in place and to realign with the newly approved Doctor of Professional Practice Health and Social Care which did not include brackets or a colon.*

**Action Completed:** Prof Zhang confirmed on 21 May 2015 that she had received agreement from Programme Leaders to the suggested changes to Professional Doctorate titles. The titles would now read:

- Doctor of Education Creative and Media Education
- Doctor of Engineering and Professional Doctorate Digital Media
- Doctor of Professional Practice Creative Industries
- Professional Doctorate Research Practice

This item was also listed on the agenda under Agenda Item 2.2.1.

Minute 2.2.7 - EDQ Annual Report

*Members had suggested that the Unit Monitoring Report (UMR) be amended to include reference to Mid Unit Student Evaluation (MUSE) as the UMR was due to be revised to include unit statistics (pass/fail rates) over a three year period. Following discussion at the April QASG meeting 5C – Monitoring of Taught Awards and ARMFs: Policy and Procedure had been updated as part of the non-standard ARPP republication. Ms Symonds agreed to send DDEPPs an email which should be disseminated to Faculty academic staff to ensure everyone has full understanding of what was expected.*

**Action Completed:** Ms Symonds sent an email to DDEPPs on 20 May 2015 to advise of the changes made to the Unit Monitoring Report (UMR) and the reasoning behind the amendments. Dr Sheridan had made three year unit data available to facilitate completion of the UMRs at the link below:

[I:\Academic Services\Public\Student Administration \(SA\)\Academic Business Intelligence \(ABI\)\Annual Reports On Framework Monitoring Statistics\2014-15\Historical Unit Data](I:\Academic Services\Public\Student Administration (SA)\Academic Business Intelligence (ABI)\Annual Reports On Framework Monitoring Statistics\2014-15\Historical Unit Data)

Minute 3.2.6 – Annual Review of Key Performance Indicators/Performance Indicators

*Members were aware that many academic staff did not effectively update their BRIAN profiles to record PSRB membership or research carried out. As awareness and engagement with BRIAN was very low amongst academic staff, this could have implications with regards to REF 2020. Prof McIntyre-Bhatty requested members to remind academic staff to regularly update their profiles on BRIAN. The regular updating of BRIAN by academic staff would in turn improve the results of the 2015/16 KPIs/Pis.*

**Action Ongoing:** This information had been cascaded throughout academic staff in FM, FHSS and FST. Prof MacRury agreed to look into this issue in FMC and provide the Committee with an update. Prof McIntyre-Bhatty reminded members of the importance of all academic staff regularly updating their profiles on BRIAN.

Minute 3.2.7 - Annual Review of Key Performance Indicators/Performance Indicators

*Prof McIntyre-Bhatty would request the Human Resources Department to undertake a project to scrutinise a sample of BRIAN profiles.*

**Action Completed:** A review of the quality of PI data coming from BRIAN was being undertaken by PRIME in collaboration with RKEO. The aim of the review is to arrive at some institutional actions to improve the completeness and robustness of data used in PIs. The review was due to be completed by the end of October.

Minute 4.2.1.7 – Faculty of Media & Communication: New Programme – BA (Hons) Film

*The proposed programme was well received by the Committee, however it was reiterated that Wiltshire College would need to be advised of the proposed programme. Prof MacRury agreed to contact Wiltshire College.*

**Action Completed:** Prof MacRury confirmed that the Dean of the FMC and Mr Fair had contacted the Programme Leader at Wiltshire College. Wiltshire College were disappointed that the University was going ahead with new programme, but understood the reasoning behind it. The University has agreed that it would recognise the distinctiveness between new BA (Hons) Film programme and the Wiltshire College, BA Film Production & Cinematography programme. Wiltshire College had been reassured of the University's continued support with their current programme. It was noted that the Dean of FMC would be attending the Wiltshire College Graduation Ceremony on 4 November 2015.

## 2.2.1 Standardisation of Professional Doctorate Titles (ASC-1516-03)

2.2.1.1 Following discussions at the ASC meeting held on 4 February 2015, the process to standardise the Professional Doctorate titles had been completed.

2.2.1.2 The titles would now be:

### Faculty of Health and Social Science

- Doctor of Professional Practice Health and Social Care (DProf)  
(previous title: *Doctor of Professional Practice*)

### Faculty of Media and Communications

- Doctor of Education Creative and Media (EdD)  
(previous title: *Doctorate of Education (Creative and Media)*)
- Doctor of Engineering Digital Media (EngD)  
(previous title: *Engineering Doctorate in Digital Media*)
- Doctor of Professional Practice Digital Media (DProf)  
(previous title: *Professional Doctorate in Digital Media*)
- Doctor of Professional Practice Creative Industries (DProf)  
(previous title: *Doctor of Professional Practice. Also published as Doctor of Professional Practice (Creative Industries)*)

### Graduate School

- Doctor of Professional Practice Research Practice (DProf)  
(previous title: *Professional Doctorate Research Practice*)

2.2.1.3 **Noted:** The Committee noted the updated Professional Doctorate titles.

## 2.3 ASC Terms of Reference and Membership List (ASC-1516-04)

2.3.1 The Terms of Reference had been updated to amend Schools to Faculties and also included the amendment of job titles.

2.3.2 The Chair advised members that he was in the process of recruiting a Deputy Chair, two Professoriate members and two members of Senate to the Committee. The Chair noted the valuable contribution of members of the Committee who were no longer serving members.

2.3.3 The Fusion Steering Group had been listed as an ASC sub-committee in the Terms of Reference. It was agreed that this Steering Group would be removed from the Terms of Reference as it was not a Senate sub-committee, however ASC would welcome the opportunity to receive reports/papers as they become available.

2.3.4 **Approved:** The Academic Standards Committee Terms of Reference and Membership List were approved.

## 2.4 Faculty Academic Standards Committee (FASC) Terms of Reference (ASC-1516-05)

2.4.1 The Terms of Reference had been updated to amend Schools to Faculties. Item 7 of the Main Responsibilities section had been updated to include the revised programme approval process, which would be discussed later in the meeting.

2.4.2 The Membership section had been amended to remove the requirement of an Independent Member attending each meeting. When this requirement was introduced, the University was a 'new organisation' with a number of Departments/Schools. The use of an Independent Member from outside the department helped to ensure consistency of approach and the sharing of good practice. The University now had four much larger Faculties. The organisation was now more mature and FASC members have more experience. In addition the membership had also been broadened to include the new Heads of Departments.

- 2.4.3 Following a discussion, it was agreed that if a Faculty wished to invite a staff member from an alternative Faculty for objectivity, they should contact EDQ who would be able to recommend an individual with particular expertise. Members agreed the Independent Member should be removed from the membership.
- 2.4.4 Mr James questioned whether there should be student involvement at Faculty Academic Standards Committee (FASC) meetings. It was noted that historically there had been some student engagement and there was no reason not to include students/SUBU full time officers in FASC meetings as long as they could contribute effectively. Ms Symonds advised that EDQ would be looking more broadly across committees this year from a quality assurance perspective in order to bring the University's committees in line with the sector.
- 2.4.5 Members questioned whether the new Heads of Departments should be listed as Deputy Chair of FASC meetings. Following discussion, members agreed that the role of Deputy Chair should remain as Associate Dean Student Experience.
- 2.4.6 **Approved:** The Faculty Academic Standards Committee (FASC) Terms of Reference were approved.

### **3 PART ONE: FOR DISCUSSION - INSTITUTIONAL MONITORING**

#### **3.1 Marketing and Communications Annual Report (ASC-1516-06)**

- 3.1.1 Ms Fernandez gave an overview of the Marketing & Communications (M&C) Annual Report 2014/15. This year had seen changes in the University's internal and external environments which had impacted on the way the University manages the publication of information about the University and its provision and services.
- 3.1.2 In September 2014, the first section of the new public facing website was launched. The website had seen a complete re-design and re-work of all sections which included a review of the accuracy of information published. This review gave M&C the opportunity to improve and enhance the information provided. The processes relating to the design and production of printed and digital communication had also been reviewed. Over the next 12 months, further work would be carried out on a devolved publishing model as it was important to control the accuracy and consistency of information.
- 3.1.3 Following the issue of guidance from the Competition and Markets Authority (CMA) to Higher Education Institutions (HEIs), a Task and Finish Group had been introduced to look at the impact of the guidance on the University's public information. One significant change which was being introduced was regarding the advertising of courses on the BU website. It had been practice to include programmes on the Course Search section of the website which were subject to validation and not formally approved. This allowed students to apply to these courses. With effect from 2015/16 academic year, all courses would be formally approved before being added to Course Search. It would not therefore be possible to apply for a programme of study until formal approval had been obtained. Information about 'courses under development' would be provided. This would include limited details about the course, when the programme is likely to be approved (and full information provided) along with an opportunity to request further information when it became available and for candidates to register their interest in the programme.
- 3.1.4 A Communications Policy had been developed and was currently under review by stakeholders. The policy provides guidance and clarity over the management and control measures in place to ensure accuracy and quality of public information in relation to the University's learning provision and associated services. The policy would be presented to the University Leadership Team (ULT) in October/November 2015.
- 3.1.5 An Autumn audit of Partner institutions was being carried out this year and would be completed by 16 October 2015. The Spring audit for the UK revealed that 17 courses (out of 35) listed on Partner websites required some updating. All 17 courses had now been accurately updated. The Spring audit of 5 international Partners with recognition agreements all required some amendment. All 5 of the websites had also now been accurately updated. The improved working partnership between M&C and Academic Partnerships had helped this process hugely.



- 3.1.6 The Chair questioned the accuracy of information available from international Partners without recognition agreements. The response rates for Erasmus and student exchange partners was very low as information was not always listed on their websites. Ms Symonds agreed to liaise with M&C to look into this issue.  
**Action: CS**
- 3.1.7 Ms Fernandez agreed to look at the online Partner Marketing Guide to see whether it could be enhanced and to ensure it was suitable for international partners.  
**Action: AF**
- 3.1.8 Historically, it had not been possible to audit websites which were not written in English. Moving forward, the Chair would like all Partner websites to be audited in order that any references to BU were checked for accuracy. Ms Fernandez agreed to look into this request further and to advise the Committee of how this could be achieved.  
**Action: AF**
- 3.1.9 The bullet points listed on page 8 of the report listed all of the information which was checked at each audit. Ms Fernandez agreed to email members the list of all items which would be checked for 2016 entry to ensure that everything was in order for 2016 entry.  
**Action: AF**
- 3.1.10 **Noted:** The Marketing & Communications Annual Report was noted.

## **3.2 Revised Approval/Review/Modification Processes (ASC-1516-07)**

- 3.2.1 EDQ had undertaken a review of all aspects of the programme approval/review process and documentation requirements. Numerous discussions had taken place across the University with all stakeholders include DDEPPs, Programme Leaders, administrative staff in Faculties and Academic Services.
- 3.2.2 The proposed process would include greater Faculty ownership of the process, the introduction of easier to follow document templates, the reduction in duplication of discussions which take place at the Design Phase and External meeting, and the shortening of the timeline to approximately three months for new programme developments from Faculty Executive approval to completion of the process if the information required for the process was available in the anticipated timescales. Members were reminded that all undergraduate programmes which were to be proposed for September 2016 entry, would need to be approved by Christmas 2015 in order to meet the end of the UCAS cycle in January. Postgraduate programme approval would be more flexible but approval would still need to be provided by the spring of each calendar year.
- 3.2.3 If any members had any comments or suggestions regarding the new documents/templates, they should contact EDQ. EDQ would continue to evaluate and make amendments as the process embedded.  
**Action: All**
- 3.2.4 The new process had been designed so that it could be worked through quickly and new programmes could be approved and open for student applications at a much quicker pace. Faculty Executives would take ownership of the process at an early stage and would be responsible for the initial approval of new programme development, reviews or the closure of programmes. All new programme proposals/changes in programme titles which require submission to ASC would have already been considered by Faculty Executives and the Faculty Academic Board. The new ASC programme proposal form was now much shorter and the completed form would have the completed Faculty Executive template appended to it as this would provide information on the outcome of the Faculty consideration process. As a consequence, all programmes submitted to ASC moving forward would have been given thorough consideration before the commencement of the approval process. The new Head of Department role would need to be fully engaged in the process. It was noted that the new process may ultimately result in less modifications being proposed. Overall, the new process was very streamlined and should aid the efficiency and effectiveness of the considerations.

- 3.2.5 One of the biggest changes was to the updated Programme Specification which was more user friendly to students and applicants.
- 3.2.6 A number of staff development sessions would take place over the coming months for key staff members. Members suggested that more development was required regarding Faculty Executive decision making and in addition there needed to be clarification of which staff members maintain Programme Specifications along with editing rights.
- 3.2.7 The Committee suggested that the roles of the Faculty Executive and FASC needed to be clarified in the flowchart provided. There would need to be further consideration of how the new process and timeline would link to Delivery Planning for the 2015/16 academic year. Ms Finnes advised that a timeline would be included in the documents in due course and further discussions with Faculties would also take place regarding new developments planned for 2017 entry.
- 3.2.8 It was acknowledged that the timing of Faculty Academic Board meetings was not always convenient for consideration of new programme proposals. It was agreed that some new programme proposals would need to be circulated to the full Faculty Academic Board membership electronically in sufficient time for all members to comment with the decision formally ratified at the next meeting.
- 3.2.9 The Committee was reassured that ASC would now not receive papers with weak market research. Faculties need to ensure there was a market for a proposed programme and there was a demand from potential applicants. In the programme proposal propositions, it was important that Faculties include why the programme would be of value to a student and the benefits of a student studying at BU compared to another university. The proposal should include differentiation and the value each student would receive from the programme. These items were subjects that Faculties should be discussing before the papers reach ASC. Ms Symonds confirmed that this point would be strongly made to Faculty Executive staff at staff development sessions.
- 3.2.10 Dr Oliver commented on Section 5.7.2 of *4A – Programme Approval, Review and Closure: Policy and Procedure*, of which each of the four bullet points started with the word 'if'. It was suggested that the word 'if' allowed too much time for consideration. Ms Finnes would look further at the bullet points and amend as appropriate.

**Action: NF**

- 3.2.11 Ms Fernandez was pleased to see that an increased level of marketing information would now be considered by Faculties and also discussed by the Faculty Executive. Ms Fernandez reminded members that M&C were available to provide assistance to help drive this change forward at the Executive stage to encourage discussion.
- 3.2.12 Members questioned the end of the new process and how Faculties advise ASC of their proposed programme being submitted to ASC for approval. Ms Finnes confirmed that all new proposals should be submitted to EDQ to confirm final approval before submission to ASC. ARPP 4A – *Programme Approval, Review and Closure: Policy and Procedure* confirms that EDQ would act on behalf of ASC in this part of the process. The EDQ Quality and Enhancement Officer and an independent person would look at all responses to ensure that all information has been provided.
- 3.2.13 The Committee was reminded that no new programme proposals should be submitted for cohorts of less than 15 students, although it was acknowledged that some programmes with common/shared units, for example at PG level, may be able effectively to operate with cohorts as small as 10 students. Cohort sizes should be discussed by Faculty Executive.
- 3.2.14 Ms Symonds confirmed that all programmes in review at present should be reviewed using the new process. At planning meetings, all staff members should be advised of the new documentation. Ms Symonds re-confirmed that staff development sessions would be taking place shortly.
- 3.2.15 The Chair provided a summary of the discussions:
- ASC should not be receiving programme proposal documentation for cohorts of less than 15 students.
  - Faculties need to ensure that ASC is provided with convincing market intelligence. The papers submitted to Faculty Executives need to be clear and critical, as well as robust and well evidenced.

- Consideration needs to be given to agility in order to respond to market demand.
- A general statement regarding resourcing should be added to ensure this is considered by Faculty Executive at the early discussions. The Chair commented that the current BU student to staff ratio is 18:1 and this has been used as the basis for financial planning in the future and hence reallocation of resources needs to be considered when a decision is made to undertake new programme provision.

### 3.3 Faculty of Media & Communication – Faculty Quality Audit and Action Plan (ASC-1516-08)

3.3.1 The outcome of the Faculty Quality Audit had confirmed that confidence could be placed in the Faculty's current and future management of academic standards. However, a further audit would take place in May 2016 and would focus on the progress on actions arising from the 2015 audit.

3.3.2 Prof Zhang asked if the Graduate School could be sent a copy of the Faculty Research Degrees Quality Report as listed in the Action Plan, as the GS needed to be aware of any updates.

**Action: IMcR**

3.3.3 The Chair commented that the actions listed in the summary Action Plan were not specific enough and did not provide assurance that all actions either had been, or would be, appropriately addressed. A number of examples from the Action Plan were highlighted as lacking specificity and assurance. Ms Symonds advised that a paper had been written by the FMC to support the Action Plan. The ASC Clerk would circulate the supporting paper to help clarify the points raised. It was agreed that the Action Plan would be resubmitted to the next meeting to ensure that the Recommendations and Actions were being embedded.

**Action: ASC Clerk/IMcR**

### 3.4 Proposed Changes to 6A – Standard Assessment Regulations: Postgraduate Research Degrees (ASC-1516-08A)

3.4.1 The updated paper was being resubmitted following consideration of the comments received at the Senate meeting held on 3 June 2015. The paper now included further sector benchmarking and provided further clarity regarding the regulations. The paper set out the proposal to change the current minimum and maximum registration periods for standard research degrees (MRes, MPhil and PhD) only. It was noted that all Professional Doctorate programmes (EdD, EngD, DProf) were validated as individual programmes.

3.4.2 The Research Degrees Committee (RDC) had reviewed the current research registration periods and supported the changes to the MRes and PhD registration periods.

3.4.3 Prof Zhang advised that two additional paragraphs had been included in the paper to clarify deferrals e.g. any period of suspension within the registration period would temporarily arrest the registration period count for students in those situations.

3.4.4 The proposed change to maximum registration means that any PGR failing to complete their doctoral research degree within the maximum period of registration (4 years) would be required to request an extension to their registration period.

3.4.5 The Committee was supportive of the proposed changes to the University's 6A - *Standard Assessment Regulations for Postgraduate Research Degrees*.

3.4.6 **Approved:** The Committee gave **in principle approval** of the amended wording of 6A – *Standard Assessment Regulations: Postgraduate Research Degrees* and recommended the paper to Senate for approval.

## 4 PART TWO – FOR APPROVAL AND ENDORSEMENT

### 4.1 **8C – Higher Doctorate Awards at Bournemouth University: Procedure** (ASC-1516-09)

- 4.1.1 The Graduate School had received a number of enquiries from academic staff interested in being considered for a Higher Doctorate Award therefore a formal procedure for awarding Higher Doctorates had now been created.
- 4.1.2 The new Higher Doctorate Award was a very prestigious award which would only be awarded to candidates who were able to demonstrate they were a leading authority in their area of expertise and each candidate would be assessed on a case by case basis. The award would be restricted to BU staff and BU graduates only.
- 4.1.3 **Approved:** The Committee approved the new procedure *8C – Higher Doctorate Awards at Bournemouth University: Procedure*.

### 4.2 **Quality Assurance and Enhancement Group (QAEG) – New Nominations Received** (ASC-1516-10)

- 4.2.1 The nominations listed below were **approved** for QAEG membership:

- Shenel McLawrence, Faculty of Media & Communication
- Frazer Ball, Faculty of Management

### 4.3 **New Programme/Framework Developments Proposals**

#### 4.3.1 **Faculty of Management Proposal: New Programme – M.AccFin (Hons) Accounting and Finance** (ASC-1516-11)

- 4.3.1.1 The proposed Integrated Master's programme would be based on the existing undergraduate programme BA Accounting and Finance, and the postgraduate programme, MSc Finance. The new programme would only require the creation of one new unit and the resource implications would be relatively small.
- 4.3.1.2 A discussion took place regarding the placement year between Level 5 and Level 6 and work experience at Level 7. Members agreed that the placement year should be optional and consideration should be given to the possibility of offering a placement unit. For marketing purposes, it would be more popular to prospective students to offer a 4 year programme with optional sandwich placement year. With the placement year being optional, students could potentially graduate with a Masters degree in the same time as a BA (Hons) sandwich degree. Ms Symonds agreed to take this discussion further with the Faculty of Management. This query was also to be taken forward with Faculty leads for the other integrated masters programmes at the University.

**Action: CS**

- 4.3.1.3 Mr Foot commented that other accounting programmes within the University are listed as 300 UCAS points, therefore it was agreed that the UCAS points for this proposed programme would be reduced from 320 to 300 points. This amendment would fall in line with the BU International College Business and Law programme and Finance programmes.
- 4.3.1.4 Members questioned the title of M.AccFin (Hons) Accounting and Finance and suggested this should be given further consideration. Dr Roushan confirmed that she would request further discussion within the Faculty. As this is a new award for the University it would need to be approved by Senate for inclusion in 2A – Awards of the University: Policy.
- 4.3.1.5 The Committee questioned the date of the first intake and also noted that the marketing information provided was quite limited and the proposal form had not included Faculty signatures. Moving forward, with the introduction of the new programme approval process, proposal forms without signatures would not be considered by ASC.

- 4.3.1.6 Dr Roushan agreed that a planning meeting would be arranged with Dr McCarthy as soon as possible as the programme was to recruit for September 2016, so that an External Panel meeting can be held before Christmas. If the decision from the planning meeting was to amend the title, the Chair of ASC would be informed. The agreed award title would be presented to the Chair of Senate for Senate Chair's Action ahead of the External Panel meeting.
- 4.3.1.7 **Approved:** The Committee approved the M.AccFin (Hons) Accounting and Finance programme proposal to progress to the development stage.
- 4.3.2 Faculty of Health and Social Sciences Proposal: New Programme – MA Sociology (ASC-1516-12)**
- 4.3.2.1 Prof Brooks provided an overview of the rationale for the programme explaining that at a recent evaluation meeting for other Sociology related programmes, the Panel had recommended that the programme team consider the need for a progression route for UG students at BU to both Masters and PhD routes. At the same meeting, students had indicated a preference for a PGT route rather than a PGR route. This had been explored through the primary research undertaken as part of the development of this proposal.
- 4.3.2.2 The proposed MA Sociology programme would build on the successful cross-faculty collaboration between FHSS and FMC. It was proposed that the programme could form part of the current Fusion PGT project. The proposed programme would focus on an MA in Sociology with a cultural/media inflection which would appeal to students from a range of disciplines covered by both Faculties. There were a number of core units which would be entirely new and these new units would be developed jointly by Prof van Teijlingen and Prof Brooks whilst working with FMC staff.
- 4.3.2.3 The programme would provide a progression route for BU social science students. In addition, it was believed the programme would attract national and international students as the programme offered skills in substantive areas.
- 4.3.2.4 Dr Oliver noted that market research information had not been provided and therefore the Committee was unable to make an informed decision and decide whether the programme was sustainable. Prof Brooks tabled a paper titled Primary Market Research which had been carried out in July 2015. After considering the additional paper, members were still unsure whether there was demand for the programme. Mr Foot advised that Jonathan Powell, who had carried out the primary market research, had raised concerns about the market size.
- 4.3.2.5 It was further noted that the new programme would require a lot of new resourcing at a senior level and would be expensive to deliver without sharing units with other programmes. Members were concerned that the minimum number of students studying the programme would be as low as eight students.
- 4.3.2.6 The Committee agreed that this programme proposal should be given further consideration. If the programme proposal was to be resubmitted to the Committee for further discussion and approval, more information should be provided about market viability and career opportunities. The Committee would also like to receive more detailed information about the resourcing arrangements for this programme. The proposed new programme was not approved.
- 4.3.3 Faculty of Media & Communication Proposal: New Programme – LLB (Hons) Law with History (ASC-1516-13)**
- 4.3.3.1 The LLB (Hons) Law with History programme proposal was presented simultaneously with the LLB (Hons) Law with Politics programme proposal.
- 4.3.3.2 The Level 4 core units would be common to both programmes with three optional units available. Members were concerned there may be an imbalance of units and it was possible that students may be able to select more of the Law units and less from the History or Politics units. Ms Weston advised that there were certain restrictions in place as the programme was a qualifying Law degree. It was suggested that the units could be structured so that students would study one History/Politics unit in year one, two History/Politics units in year two, and three History/Politics units in the final year. Ms Weston agreed to look into the balance of generic law and subject specific units further.

4.3.3.3 The Committee noted the student numbers would not be significantly large, however students would benefit from the choice and opportunities available. The units were already in approval so there would be no additional academic input involved.

4.3.3.4 **Approved:** The Committee approved the LLB (Hons) Law with History programme proposal to progress to the development stage.

**4.3.4 Faculty of Media & Communication Proposal: New Programme – LLB (Hons) Law with Politics (ASC-1516-14)**

4.3.4.1 The LLB (Hons) Law with Politics programme proposal had been discussed in conjunction with the LLB (Hons) Law with History programme.

4.3.4.2 **Approved:** The Committee approved the LLB (Hons) Law with Politics programme proposal to progress to the development stage.

**4.3.5 Faculty of Media & Communication Proposal: New Programme – PG Cert in Legal Practice (ASC-1516-15)**

4.3.5.1 The proposed programme for a PG Cert in Legal Practice programme would be developed to meet the immediate demand to train Law graduates from the Middle East following a visit by two representatives from Oman in July 2015. The discussion focused on a pre-sessional English course at BU International College followed by a Legal Practice course at BU. Students would be sponsored by the State of Oman and would live at Lansdowne Point for the duration of their studies.

4.3.5.2 At present, the programme had been designed to meet the needs of the Oman students and Ms Weston was unsure whether the programme met the needs of domestic students as she was uncertain of the professional body's requirements at present. The Committee was advised that advertising of the programme would not be required as it was not an open market programme.

4.3.5.3 Ms Symonds highlighted the 10 credit units listed in the programme diagram and reminded Ms Weston that units should be 20 credits or multiples thereof, although for a closed market this could be considered further. Ms Weston would examine this further and thought it would be possible to look into amalgamating the 10 credit units.

4.3.5.4 **Approved:** The Committee approved the PG Cert in Legal Practice programme proposal to progress to the development stage.

**4.3.6 Faculty of Science & Technology Proposal: New Programme – MSc in Forensic and Investigative Psychology (ASC-1516-16)**

4.3.6.1 The proposed programme would focus on theoretical and investigative aspects of forensic psychology, tracking how psychology and other disciplines could assist the criminal justice process, from the crime scene to the Court room. The proposed programme would require the development of only one unique unit, Forensic Psychology, which would focus on the underlying theory regarding the psychology of investigations.

4.3.6.2 The Committee questioned whether there would be a CPD market for this programme. Discussions had already taken place with Dorset Police and other avenues would be explored.

4.3.6.3 The existing units had been running for a number of years. The psychology units currently had 40 students at present. It was noted that one of the units would be tailored for this programme to cover areas such as giving evidence in Court. The Crime Scene House would also be used to assist with interpreting behaviour.

4.3.6.4 A planning meeting would need to take place as soon as possible if the programme was to start in September 2016.

4.3.6.5 **Approved:** The Committee approved the MSc in Forensic and Investigative Psychology programme proposal to progress to the development stage.

#### **4.3.7 Faculty of Management Proposal: New Programme – MSc in Crises, Disaster Management and Cyber Security (ASC-1516-17)**

- 4.3.7.1 The programme had been developed following a competitive tender through The Training Gateway. BU has been awarded a 36 month contract to develop and deliver programmes for a private training provider to support the Qatar Police and military officers who require NQF Level-7 training and education. The programme would consist of existing CPD modules.
- 4.3.7.2 It was confirmed that there was not a partnership arrangement under the BU definition. The programme would be delivered by BU staff and the location of delivery would be discussed as part of the approval process as the programme would not be delivered at BU. It was agreed that a planning meeting would need to take place as soon as possible and the entry date would be determined by timescales agreed with team to complete the approval process.
- 4.3.7.3 Although the programme would be a joint venture between two Faculties, the lead Faculty would be FST and the administration of the programme would also be carried out by FST.
- 4.3.7.4 **Approved:** The Committee approved the MSc in Crises, Disaster Management and Cyber Security programme proposal to progress to the development stage.

#### **4.3.8 Faculty of Health & Social Sciences Proposal: New Programme – MSc Skin Cancer (ASC-1516-18)**

- 4.3.8.1 The University had been approached by a Poole Hospital surgeon, Professor Ilankovan, who was a Visiting Professor in the FMC. He was keen to develop an MSc Skin Cancer programme for the international market. Skin cancer was increasing globally and he wished to attract an international market for medical staff as well as a more local CPD market for General Practitioners (GPs) to attend stand-alone units. Professor Ilankovan was keen to offer placements for international medics to go into practice and see diagnoses and the follow on treatment for patients.
- 4.3.8.2 As the programme would be delivered by external partners such as medical consultants, the University would need to consider the quality assurance perspective, any partnership arrangement and the costing model, all of which were being worked on in FHSS at present.
- 4.3.8.3 The programme would comprise of six taught units and nine months of clinical practice in various relevant hospital departments locally where Professor Ilankovan has links. The dissertation would be completed towards the end of the programme, possibly after students had returned to their own country.
- 4.3.8.4 The proposed programme was a niche market with very few competitors and members agreed there could be interest from GPs for the CPD stand-alone units. It was anticipated the full time students would be international students. Prof Rosser advised that the programme would be accredited both by the University and the professional body, but local GPs may wish to take the 'stand-alone' units, unaccredited.
- 4.3.8.5 The Chair advised that the marketing information and resourcing needed further consideration by Faculty Executive as well as the commencement date due to the new approval process in particular around the timing of the External Panel meeting and marketing of the programme on Course Search.
- 4.3.8.6 Although the programme proposal was in-principle approved by the Committee, it was agreed that as the Faculty proceeded with the new programme, they should carry out the work suggested by the Committee and proceed at a time at which the Faculty was able to assure itself regarding adequate specialist resourcing such that the programme would be able sufficiently to satisfy the new programme approval process.

#### **4.4 Programme/Framework Review Deferral Requests**

##### **4.4.1 Faculty of Health & Social Sciences Deferral: Independent and Supplementary Prescribing for Nurses and Midwives (Level 6 40 credits) (ASC-1516-19)**

- 4.4.1.1 **Approved:** The Committee approved the deferral of review until the 2016/17 academic year.

**4.4.2 Faculty of Media & Communication Deferrals: Deferral of periodic review of Grad Dip/CPE Law delivered at BU and GTA and PG Dip Legal Practice and LLM Legal Practice (LPC) Professor of Crisis & Disaster Management (ASC-1516-20)**

4.4.2.1 **Approved:** The Committee approved the deferral of the review until the 2016/17 academic year.

**4.4.3 Faculty of Management Deferral: MA/MSc/PG Dip/PG Cert Professional Development (Loss Adjusting) (CPD CILA Programme) (ASC-1516-21)**

4.4.3.1 **Approved:** The Committee approved the deferral of the review until the 2016/17 academic year.

**5 PART THREE – FOR NOTE**

**5.1 NSS Results (ASC-1516-22)**

5.1.1 The paper was taken as read.

5.1.2 All staff members have been working hard to ensure they carry forward all appropriate actions. This work is critical in ensuring the University moves forward.

5.1.3 Members were pleased with the level of detail included in the paper as it was possible to see whether matters were a Departmental or Faculty issue. The Committee agreed that it was important that Faculties ensure that their hard work is focused and bears fruit in this academic cycle.

5.1.4 **Noted:** The Committee noted the report.

**5.2 New Partnership Agreements (ASC-1516-23)**

5.2.1 **Noted:** The Committee noted the report.

**5.3 Completed Framework/Programme Reviews, Validations and Reviews for Closure (ASC-1516-24)**

5.3.1 **Noted:** The Committee noted the report.

**5.4 Pending External Examiners (ASC-1516-25)**

5.4.1 The paper listed the details of pending external examiners appointments.

5.4.2 Ms Symonds highlighted the two FM programmes where further information was required, BA (Hons) Events & Leisure Marketing and BA (Hons) Events Management. The FM was requested to provide the External Examining & Operational Officer in EDQ with information as soon as possible.

**Action: GR**

5.4.3 Prof Phalp confirmed that Mike Jones would be supporting the Defence School of Communications and Information Systems (DSCIS) and the Link Tutors were currently working on appointing the external examiners for Bournemouth & Poole College. The external examiner for the BSc (Hons) Psychology programme would not be extended and the Faculty would be in contact with EDQ shortly to advise of the replacement external examiner.

5.4.4 Members were requested to look at their respective Faculties and advise Gill Sommerseth in EDQ of updates as soon as possible.

**Action: All**

5.4.5 **Noted:** The Committee noted the report.



**5.5 External Examiner Nominations and Examination Teams for Research Degrees**  
(ASC-1516-26)

5.5.1 **Ratified:** The Committee ratified the report.

**5.6 AECC Partner Review Action Plan** (ASC-1516-27)

5.6.1 **Noted:** The Committee noted the report.

**5.7 Wiltshire College Salisbury Partner Review** (ASC-1516-28)

5.7.1 **Noted:** The Committee noted the report.

**5.8 Guernsey Training Agency Partner Review and Action Plan** (ASC-1516-29)

5.8.1 **Noted:** The Committee noted the report.

**6 REPORTING COMMITTEES**

**6.1 International and UK Partnerships Committee Minutes** (ASC-1516-30)

6.1.1 The minutes of the IUPC meeting held on 22 May 2015 (confirmed) and 14 July 2015 (unconfirmed) were **noted**.

**6.2 International and UK Partnerships Committee Terms of Reference** (ASC-1516-31)

6.2.1 The Terms of Reference were **noted**.

**6.3 Partnership Board Minutes** (ASC-1516-32)

6.3.1 The AECC Partnership Board minutes of 18 June 2015 (unconfirmed) and the BPC Partnership Board minutes of 24 June 2015 (unconfirmed) were **noted**.

**6.4 Quality Assurance Standing Group Minutes** (ASC-1516-33)

6.4.1 The Quality Assurance Standing Group minutes of 22 September 2015 were **noted**.

**6.5 Quality Assurance Standing Group Terms of Reference** (ASC-1516-34)

6.5.1 The Terms of Reference were **noted**.

**6.6 Faculty Academic Standards Committee Minutes** (ASC-1516-35)

6.3.1 The following FASC minutes were **noted**.

- Faculty of Media & Communication (Media School) FASC minutes of 22 April 2015 (confirmed) and 17 June 2015 (unconfirmed)
- Faculty of Management (Business School) FASC minutes of 20 May 2015 (unconfirmed)
- Faculty of Management (School of Tourism) FASC minutes of 3 June 2015 (unconfirmed)
- Faculty of Science & Technology FASC minutes of 1 July 2015 (unconfirmed)
- Faculty of Health & Social Sciences FASC minutes of 13 May 2015 (unconfirmed)

6.3.2 The Committee was reminded of the importance of all FASC members attending meetings and therefore achieving quoracy of meetings. The number of apologies recorded in the FASC minutes was often not insignificant.

6.3.3 Attendance of future FASC meetings should be continually monitored by FASC Chairs and EDQ.

**Action: DDEPPs**

**7. AECC Academic Development & Quality Committee Minutes (ASC-1516-36)**

7.1 The AECC Academic Development & Quality Committee (unconfirmed) minutes of 20 May 2015 were **noted**.

**8. Graduate School Academic Board Minutes (ASC-1516-37)**

8.1 The minutes of the Graduate School Academic Board (unconfirmed) minutes of 27 May 2015 were **noted**.

**9. JOINT ACADEMIC BOARD MINUTES (ASC-1516-38)**

7.1 The minutes of the Joint Academic Board meeting of 22 July 2015 (unconfirmed) were **noted**.

**8 ANY OTHER BUSINESS**

8.1 There was no other business.

**9 DATE AND TIME OF NEXT MEETING**

Tuesday 1<sup>st</sup> December 2015 - 9.00am to 12.00pm in the Board Room

**BOURNEMOUTH UNIVERSITY**

**FACULTY OF MANAGEMENT - FACULTY ACADEMIC BOARD**

**UNCONFIRMED MINUTES OF MEETING HELD ON 7<sup>TH</sup> OCTOBER 2015**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

None

**3. OTHER RELEVANT ACTIONS**

See Section 3.3 Faculty of Management Delivery Plan 2015-18  
(Action: refer to Senate).

## **FACULTY ACADEMIC BOARD**

### **Faculty of Management**

**7th October 2015 at 1pm in Barnes Lecture Theatre**

**Attendees:** Keith Wilkes (Chair), Christine Fowler (AS), Gary Evans, Gavin Midgley, Gbola Gbadamosi, Gelareh Roushan, Hanaa Osman, Heather Hartwell, Heather Mitchell, Helen O'Sullivan, Ian Jones, Jacqueline Timms, James Gavin, Jason Sit, Jens Holscher, Jens Mohrenweiser, Joanna Milner, Josie Harris, Joyce Costello, Judith Cutler, Julie Whitfield, Juliet Memery, Juliette Hecquet, Kaouther Kooli, Karen Marshall, Katayoun Abbasirad, Ke Rong, Kerry Leanne Berry, Lee Miles, Lenia Marques, Lorraine Brown, Lucy Lu, Martin Robertson, Mary Beth Gouthro, Mehdi Chowdhury, Melissa Carr, Merima Balavac, Miguel Moital, Mike Mallia, Milena Bobeva, Mili Shrivastava, Natalia Lavrushkina, Neelu Seetaram, Parisa Gilani, Paul Bates, Pearl Morrison, Philip Ryland, Robert Hydon, Roger Atkinson, Sangeeta Khorana, Sharon Goodlad, Shelley Broomfield, Shuang Cang, Sophie Larder, Spencer Barnett, Stephen Page, Sue Barnes, Sukanya Ayatakshi Endow, Suranjita Mukherjee, Susanna Curtin, Thanh Huynh, Tim Gale, Ying Liu and Zara Ghodsi.

**Minutes:** Laura Roper

#### **1. Apologies**

Adrian Lawrence (EX), Alexis Major, Andrew Adams, Andrew Callaway, Avital Biran, Bethany Cleeve, Bruce Braham, Carly Lamont, Carmen Palhau Martins, Clive Allen, David Biggins, Dean Hristov, Denise George, Derek Robbins, Dimitrios Buhalis, Gabriel Ahinful, Giampaolo Viglia, Hayleigh Boshier, Helen Lee, Hiroko Oe, Howard Davis, Isaac Ngugi, Jacqui Day, Jacqui Gush, Jo EDOM, Joanna Thurston, Joanne Mayoh, Jon Edwards, Jon Hibbert, Julia Hibbert, Julie Robson, Katrina-Louise Moseley, Lorraine Brown, Louise Preget, Lynne Jones, Mark Painter, Mike Blee, Morris D'Cruz, Natalie Woodham, Noah Nzeribe, Peter Erdelyi, Peter Lycett, Philip Long, Phyllis Alexander, Richard Gordon, Richard Shipway, Roger Atkinson, Roger Vaughan, Sean Beer, Stéphanie Guillemet, Terry Mitchell, Tim Lloyd, Venancio Tauringana, Victoria Cracknell, Xu Huang, Yeganeh Morakabati

#### **2. Minutes of the meeting held on the 31<sup>st</sup> March 2015**

##### **2.1 Accuracy**

The minutes of the meeting were noted and all those present agreed to the accuracy of the content.

**Outcome:** approved.

##### **2.2 Matters Arising**

The following are matters arising from the minutes of the meeting of the Faculty Academic Board which took place on the 31<sup>st</sup> March 2015:

3.3 Speak to IT about developing Faculty specific timetabling information for IT labs on the BU app. This action was assigned to the Learning Technologists and is currently still outstanding.

3.3 Speak with the Library regarding student access to across faculty dissertations. PR and GR confirmed that they are in communication with Kathryn Cheshire regarding this action. Complete.

3.27 Include details of the staff incentive scheme in the next report submitted to FAB. SP confirmed that the incentive scheme no longer exists in research. Complete.

7.3 Circulate Vision4Learning slides to Faculty of Management. GR confirmed that the slides had been circulated to the faculty. Complete.

### **3 Items for discussion**

#### **3.1 Research and Professional Practice**

SP provided an oral report on Research and Professional Practice.

1. With regards to the University Research strategy for REF, it is suggested that there should be a 50% increase in the number of staff who submit to REF. The Law Framework has currently been taken out, but this is under discussion. A mock REF proves will occur running up to Christmas. Emails from SP to go out confirming this but it was noted that this is centrally driven. Staff members are being asked to submit outputs for 2020 by the deadline of the 19<sup>th</sup> Oct 2015. There is further discussion to be had around impact case studies.
2. There has been a change to the Terms of Reference for the Faculty Research Committee. SP now chairs and this will be under the umbrella of BS and ST.
3. There is a new Faculty Research Committee. All committees will meet on one day per semester to ensure maximum attendance/availability.
4. There are currently between 130-140 PG Research students. It is expected that this will be in the region of 150 by January 2016. SP will be running a PG Student Experience Survey shortly.
5. The research investment fund is £50,000 from FQR. However, there were some successful bids last month so the fund is reducing. Staff members are advised to therefore please place bids ASAP.
6. RKE targets were £1.6million; the target is now £1.4million. We were at £1.1million-£1.2million and therefore close to target. We would hope to see an increase in bidding activity and performance.
7. There have been significant PR achievements. Yeganeh Morakabati has had multiple interviews and PR activity on terrorism.
8. The Graduate School is currently being reviewed. This could lead to a change in PG Research within the University so that it is based more within the faculties.

With regards to the Mock Ref Exercise, SP was asked how many should staff submit? SP responded that he would encourage any many staff members as possible to submit what

they have and as many as they have. It is important to get an indication of impact and where we are heading.

SP asked that staff members please put in even if you are not sure it is relevant. External people will review the documentation and make a decision on whether or not they are relevant. Flag what you are doing so that we are aware of the faculty's position.

SP was asked if the submission was confidential. It was confirmed that it is at the academics discretion as to whether or not they copy in their Head of Department. At the moment it is not confidential and so Heads of Department or Heads of Research can ask for the information regarding submission.

SP noted that the rules could change in which rather than a small percentage of submissions going forward, there could be a requirement for a certain percentage. It would be better to include everything at this time to give us an overview of what is happening within the Faculty.

### **3.2 Executive Dean Report**

The Chair noted his thanks and the thanks of the Faculty Executive Team for all the effort staff members have put in in the last year. By and large everyone has stepped up to the task and delivered what they needed too.

The 2015-16 academic year has arrived and I would like to thank everyone in FM for their contribution during 2014-15 and in particular to all involved in FM workload planning, timetabling, Confirmation/Clearing and Induction 2015 and much else.

FM Delivery Plan 2015-16 was delivered to UET and was used in relation to Budget 2015-16.

No detailed figures but all signs are that UG and PG recruitment was to target or better.

#### **New staff**

Dr Lucy Lu	Associate Dean Global Engagement-FM Exec
Dr Bruno Eeckels	Accounting, Finance & Economics (Jan 2016)
Professor Sangeeta Khorana	Accounting, Finance & Economics
Professor Tim Lloyd	Accounting, Finance & Economics
Dr Mario Davide Parrilli	Accounting, Finance & Economics
Dr Jayne Caudwell	Events & Leisure (Nov 2015)
Dr Jaeyeon Choe	Events & Leisure
Dr Michael O'Regan	Events & Leisure
Mrs Rebecca Hindley	Leadership, Strategy & Organisations
Mrs Jill Wilkinson	Leadership, Strategy & Organisations (Jan 2016)

Dr Dean Allen	Sport & Physical Activity
Dr Erika Borkoles	Sport & Physical Activity
Dr Daniel Lock	Sport & Physical Activity (Jan 2016)
Professor Tim Rees	Sport & Physical Activity
Dr Tim Gale	Tourism & Hospitality
Professor Lee Miles	Disaster Management
Ms Helen King	Professional & Support Staff
Ms Harsha Gopal	Professional & Support Staff
Ms Julia Hibbert	PDRF
Mrs Karen Marsh	Professional & Support Staff

Vacant Posts: A large number of posts including 4 HoD posts will be advertised in the THES tomorrow with a Closing Date of 1st November 2015.

Deputy Dean Education & Professional Practice post to be re-advertised soon.

AACSB Accreditation: 2nd Self-Evaluation Report submitted 1st October.

Departures: I would like to thank all staff who have departed since the Summer FAB and on behalf of the Faculty wish them all well in their new posts and careers

Departments: Following expressions of interest from a number of academic staff the process is underway to appoint to the new roles within all six Departments – Head of Education & Professional Practice and Head of Research & Professional Practice. To date:

### **Department of Tourism & Hospitality**

HoE & PP - Dr Tim Gale

HoR & PP - Dr Neelu Seetaram.

### **Department of Accounting, Finance and Economics**

HoE & PP - Dr Phyllis Alexander

HoR & PP - Professor Ven Tauringana.

### **3.3 Faculty of Management Delivery Plan 2015-18**

The Chair confirmed that an advert for new academic staff members would be published in the Times Higher Educational Supplement tomorrow. Heads of Department interviews would be held before Christmas. In addition, of the twenty new posts across Bournemouth University, the Faculty of Management has approx. eleven of these.

It was also noted that across the faculty there is a dependency on Part Time Hourly Paid staff (PTHP). The faculty currently employs approximately 30 PTHP staff members. This is

beneficial for us in that we have access to their expertise but it does mean that they can leave quickly. This is detrimental for teaching and also for AACSB purposes.

The second self-evaluation report for the AACSB accreditation process has not been submitted following positive feedback from our Mentor. We are now just awaiting her formal report which will go to iSER along with our submission. We will hope to submit our final evaluation report in the next nine months.

It was noted that both students and staff from BS need to be aware of AACSB and what it includes. It is a 5 year process and requires input from all staff.

A potential barrier to accreditation is administrative support. Newcastle University was noted as having had 4 members of administrative staff for their AACSB accreditation process. At present we have LR who is only working part time for AACSB. GR is in discussion with HM and JH to try to resolve this issue.

It was agreed that there is an issue with administrative support for all accreditations across the Faculty.

HM, we are currently looking at how we cover administrative support for AACSB and accreditations. There will be a workload rationalisation process but this will take time.

For the roles of Head of Education and Head of Research and Prof Practice, it was noted that two departments within the faculty had now allocated staff. Other departments are still to allocate.

The Chair confirmed that the faculty has to maintain The Business School for the AACSB accreditation but we are moving towards focusing on six distinct departments. Circa 2022 we will have a dedicated Faculty of Management building.

It was noted that the Business School was developed from a merger between the Business School and the School of Finance and Law. It took approx. two years for this to settle and to become a combined school following the same processes. We need to acknowledge that it is going to be a difficult few years for staff, especially with a lack of Heads of Department and changes to admin processes.

Heads of Department have new roles with no administrative support. It was felt that this is likely to have a huge impact on student experience and staffing. The Student Journey Project is part of this process which is currently stalled.

CJ noted that the Faculty as a whole is concerned that the lack of administrative staff for accreditation as well as academic administration is going to affect Student Experience and it was requested that this issue be referred to Senate.

**Action:** Refer to Senate – The Faculty staff members are concerned that a lack of administrative support for AACSB accreditation and student processes will have a detrimental effect on the faculty.

MR commented that we need to focus on programmes for students, to ensure ownership. These programmes need to fall within clearly defined departments for academic and



management purposes. This will allow departments to take ownership of their programmes and drive them forward.

MB noted that the Marketing department only has one programme, whereas the Leadership, Strategy & Organisations department has many and some of the largest programmes within the Faculty. Student to Staff Ratio (SSR) below Faculty level is very difficult to calculate but it was noted that the SSR for the Faculty of Management is 22/1. This includes 30 full-time equivalent PTHP staff. From HEFCE, placement students now use 2FTE whereas it used to be 0.5FTE. It was also noted that most departments are heading towards a KPI of 70% of staff having a PhD.

MR stated that the PTHP staff base teach but are prevented from taking on additional responsibilities. The SSR might be 22/1 but this does not include professional practice citizenship and administrative work which needs to be completed by academic staff.

### **3.4 Student Representatives Synoptic Report**

#### **The Business School Student Representatives Report (the highlights)**

The benchmark for teaching effectiveness is 80% but for the Business School it currently sits at 73%. For organisation and management it is currently sitting at 67.2%.

With regards to impact on personal development it is currently sitting at 67.5%. SUBU are looking into why this is low but thinks it will go up in the next year.

SUBU feels that lots of students are sitting on the fence with their answers. SUBU will therefore put the emphasis on Academic Advisors to work with students and encourage them to answer in more detail.

Lastly, it was noted from the report that students were requesting better access to library resources and books. More PCs were also requested.

#### **The School of Tourism**

The benchmark for teaching effectiveness is 80%. For the School of Tourism it currently sits at 81.3% and for organisation and management it is currently sitting at 71.2%, with academic support at 81.3%.

The library and learning resources score is 85.3% which is very good but feedback shows that the students still want more resources.

Overall course quality is at 82.1% which is again, a very good score.

A question was asked as to how the students are encouraged to attend Academic Advisor meetings. It was confirmed that SUBU will encourage them to participate. It is felt that students want more out of their course and are paying increased fees so are looking for more help. However, it is up to students as to whether or not they attend as we can only encourage them to do so.

PR noted that there is one group Academic Advisor meeting at the start of term and after that it is up to the students to make individual appointments with their Academic Advisor. General feedback is that attendance is at 50%. PR would like staff to monitor what students

visit Academic Advisors to discuss. It was felt that the faculty needs to gain information on what the students key issues are so that we can focus our information for the students.

**Action:** Keep a record of the questions and subjects that students wish to discuss when making an appointment. **Academic Advisors**

PR informed those present that the NSS scores go into the ARFMs which are then fed into the action plans. We have now received a request to include ESEP and PREP in our reports. The idea was to include this earlier to give staff more time to work on areas. ESEP has changed and focus has moved to department level and gives the department the opportunity to work on the issues that are raised and specifically within their area.

## **REFERRALS**

### **Referrals from SASC**

There were no referrals from SASC.

### **Referrals from Undergraduate programmes**

There were no referrals from the Undergraduate programmes.

### **Referrals from Masters Framework**

There were no referrals from the Masters programmes.

### **Referrals from Partners**

There were no referrals from Partner Colleges.

## **Head of Academic Department Reports**

### **3.5 Events and Leisure**

It was noted that the newly formed department will not begin to build and develop upon its strengths. It is felt that there is a very positive future for the department and the HOD noted that they were pleased with the number of recent publications.

The HOD thanked everyone who has supported her as HOD over the last seven years. The Chair also noted this thanks to CJ for her role as HOD and noted that this would be her last report.

### **3.6 Tourism & Hospitality**

The report had been received and the content noted. It was confirmed that there were no items to raise for further discussion at this time other than a note that it was felt that not beneficial to the department to have a HOD who is part-time.

### **3.7 Sport & Physical Activity**

It was noted that the department is in an optimistic phase and have welcomed the move towards autonomy.

There was disappointment that a Head of Education and a Head of Prof Practice could not be appointed before the start of term.

The Chair gave his thanks to IJ for all his efforts over the last few years. This will be IJ's last report as HOD.

### **3.8 Accounting, Finance & Economics**

The HOD confirmed that the structure of the department is in good shape and research is going well. Recruitment is excellent at both Undergraduate and Postgraduate levels. However, the department is heavily reliant on PTHP staff. This situation needs to change so a process is currently underway to try to convert some staff into full-time staff.

### **3.9 Leadership, Strategy & Organisation**

It was confirmed that three new members of staff have been appointed. LF sends her thanks to all PLs and PCs, some of which have had to step in to the role at the last minute. Thanks as well to the administrative staff that do an excellent job of supporting the department.

Two cohorts of MBA students have taken up the opportunity to join CIM.

Four members of staff within the department have been nominated for the Your Brilliant Award. It is felt though that SUBU needs to advertise this more.

There has also been more interdepartmental collaborations and cross faculty collaborations which has been very beneficial.

### **3.10 Marketing**

There is currently no Head of Department for Marketing and so a report has not been received. It was noted however, that there had been a successful cluster meeting in the week prior to FAB which had brought the department together. An away day for the department had also taken place.

### **3.11 Student Population Statistics**

HR confirmed that there are currently 4,160 students across all levels within the Faculty.

Student numbers on Level 4 are still going up but currently stand at approximately 1,500. Level 7 currently has approximately 660 full-time students

Lastly HR thanked everyone within the academic administration team and those academic staff members who had helped with the recruitment and enrolment of students.

## **4 Items for approval and endorsement**

### **4.1 M.AccFin (Hons) Accounting & Finance**

The Faculty is proposing a new integrated Masters in Accounting & Finance. This proposal has now gone through ASC and has been approved. It is not foreseen that there will be a large impact on resources as all but one of the units are already in existence and running on other programmes.

**Outcome:** Approved

## **5 Items for note**

### **5.1 Academic Services Report**

The report had been received and noted. CF confirmed that the key items for action within the report were the changes to the ARPPs, student mobility funding and that there will be a class list audit completed.

Lastly, CF noted that the report included details on what the library department would be doing to address NSS issues.

### **5.2 Senate Report**

It was confirmed that the Senate Report had been received and the content noted.

### **Partnership Provision**

A PDF of the papers can be found here: I:\SAS\Collaborative\ADS\Academic Partnerships\Partnership Boards

## **6 Reporting Committees**

### **6.1 School Academic Standards Committee**

#### **6.1.1 The Business School**

It was confirmed that the report had been received and the content noted.

**Outcome:** Approved.

#### **6.1.2 The School of Tourism**

It was confirmed that the report had been received and the content noted.

**Outcome:** Approved.

### **6.2 Research and Enterprise Committee**

It was confirmed that the reports had been received and the content noted.

**Outcome:** Approved.

### **6.3 Undergraduate Programmes**

It was confirmed that the reports had been received and the content noted.

**Outcome:** Approved.

#### **6.4 Postgraduate Programmes**

It was confirmed that the reports had been received and the content noted.

**Outcome:** Approved.

#### **7 Any Other Business**

At this time no other items were raised for discussion and the meeting was brought to a close.

**Date of next meeting:** 20th January 2016, Lees LT

**Actions following the meeting of the Faculty Academic Board which took place on the 7<sup>th</sup> October 2015.**

<b>Date</b>	<b>Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Outcome</b>
07/10/15	3.3	Refer to Senate - The Faculty staff members are concerned that a lack of administrative support for AACSB accreditation and student processes will have a detrimental effect on the faculty.	LR	Complete. Item was referred to Senate on the 26 <sup>th</sup> October 2015.
07/10/15	3.4	Keep a record of the questions and subjects that students wish to discuss when making an appointment.	All Academic Advisors	

**Outstanding actions following the meeting of the Faculty Academic Board which took place on the 31<sup>st</sup> March 2015**

<b>Date</b>	<b>Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Outcome</b>
31/03/2015	3.3	Speak to IT about developing Faculty specific timetabling information for IT labs on the BU app	Learning Technologists	

**BOURNEMOUTH UNIVERSITY**

**FACULTY OF HEALTH & SOCIAL CARE - FACULTY ACADEMIC BOARD**

**UNCONFIRMED MINUTES OF MEETING ON 8<sup>TH</sup> OCTOBER 2015**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

See Section 9.1 of the minutes                      New Visiting Professors

**2. APPROVALS**

See Section 9.2 of the minutes                      Visiting Professor Renewal

**3. OTHER RELEVANT ACTIONS**

See Section 9.3 of the minutes                      Proposed New Visiting Fellows  
Renewal Visiting Associates  
Renewal Visiting Fellow

**FHSS FACULTY ACADEMIC BOARD**

**UNCONFIRMED MINUTES**

**8<sup>th</sup> October 2015**

<p>1.0</p>	<p><b>Attendees and Apologies</b>  <b>Attendees:</b>                  Steve Tee (Chair), Elizabeth Rosser, Deirdre Sparrowhawk, Jennifer Catlin, Malcolm Mclver, Clare Clayton, Leigh Shaughnessy, Steven Trenoweth, Angela Turner-Wilson, Ann Mills, Amanda Watson, Angela Warren, Kip Jones, Rebecca Triggs, Keith Brown, Colin Pritchard, Vanessa Heaslip, Cristina Lujan, Janet Scammell, Chris Fowler, Edwin Van Teijlingen, Carol Wilkins, Catherine Angell, Zoe Sheppard, Kim Vine, Carol Clark, Sara White, Andrea Lacey, Sue Way, Jonathan Branney, Ann Bevan, Sue Baron, Ann Brooks, Cathi Farrer, Clare Taylor, Saffron Scott, Tom Wainwright, Clive Andrewes, Peter Thomas, Lisa Gale-Andrews, Ellie Mayo-Ward, Emma Crowley, Sharon Waight, Desiree Tait, Gill Jordan, Mary Ann Robertson, Andy Mercer.                  Marion Main</p> <p><b>Apologies</b> were received from 76 members of staff                  There was a good attendance for this meeting. We had to apologise to some people who wanted to attend but were unable to due to the venue being full  <b>ACTION</b> – Look at HSS staff email group and bring up to date.</p> <p>ST welcomed all to his first FAB meeting.                  New Starters were introduced to the meeting and welcomed to the Faculty.                  Alison McConnell, Lisa Curtis, Sheila Brooks, Rebecca Johnson, Michael Brookman, Malcolm Mclver, Lynn Stocker, Rob Middleton, Tom Wainwright</p>	
<p>2.0 2.1</p>	<p><b>MINUTES OF LAST MEETING ON 6<sup>th</sup> May 2015</b>  <b>Accuracy</b>                  No comments made. Minutes were agreed as accurate.</p>	
<p>2.2</p>	<p><b>Matters Arising</b>  <b>New Departments/ Head of Departments</b>                  From minutes of last meeting, the Faculty was seeking to appoint Heads of Department for the three new departments. ST was delighted to announce that Dr Carol Clark has been appointed as Head of Department, Human Science &amp; Public Health. Sadly the faculty did not appoint to the two others departments; Social Science and Social Work and Nursing &amp; Clinical Science. The faculty is going out to advert and employing a company to help make those appointments. It is unlikely that the other Heads of Department will be in place before February or even Easter. However, there are also Heads of Research and Professional Practice and Heads of Education and Professional Practice for each Department to be appointed and the faculty is keen to press on with those appointments. An advert will be going out seeking internal expressions of interest from staff for those 6 appointments. These roles are developmental opportunities and appointees are not expected to contribute days and days of time each week, but they are pivotal to helping reinforce the new departments to bring about the vision contained in the original proposals and consultation process that went on. Staff are all aware of the main targets for the faculty over the next 3 years in the development/delivery plan, which is around, excellent education experience and excellent research which will be achieved if there are good well-functioning departments. It is important to enhance the support and</p>	<p>Advertise for Heads of Research and Professional Practice and Heads of Education and Professional Practice.</p>



	<p>enable development.</p> <p>Barbara Dyer, Associate Dean, has been seconded to the role of Deputy Dean Education and Professional Practice in the Faculty of Media and Communication and this is a great opportunity for her. Expressions of interest have been invited to replace her in that role for 1 year and already some staff have put their names forward.</p> <p>These are really great development opportunities and ST confirmed his commitment along with his colleagues in Organisational Development and HR, will ensure that these individuals receive some input and support and development along with the role. These positions need to be seen as opportunities for individuals-to progress.</p> <p><b>New Building update</b></p> <p>It is progressing, the architects have been appointed and there are meetings next week when certain members of staff have been invited in an attempt to make representation from across the faculty including with professional and support staff. There will be working groups and then more staff will get involved and be invited. After the meetings next week there will fortnightly meetings that are being held. All those invited personnel should seek representation if they cannot attend.</p> <p>The site was announced as being the space at Lansdowne by the main roundabout near Cranborne House. Negotiations continue with the purchase of the land for the new build. There will be more communications coming out from Andy Scott (AS) who is leading the project for the faculty. Updates will be issued. It is anticipated that the faculty will move into the building approximately September 2018. The architects are Atkins who have done other projects for us.</p> <p>Discussions continue with regard to how the space will be organised and it is anticipated to offer a large flexible open space to be used for both social as well as lecture theatre space. Considerable time is being devoted to consultation to ensure that the faculty and the site maximises the use of the space.</p> <p><b>Staff Photos</b> – It was mentioned that the photos can't be seen very well</p> <p><b>Vending machine</b> – completed</p> <p><b>Information regarding PTHP</b> was put on the HSS blog</p> <p><b>Global horizon (GH) – Chris Fowler</b></p> <ul style="list-style-type: none"> <li>• Currently working with Gail Combes (HSS) and the Careers Advisor for HSS to ensure GH/Erasmus+ is publicised by them in collaboration with Chris Fowler (CF) and for her to have a monthly drop-in at the Lansdowne.</li> <li>• Flyers to be distributed at the Lansdowne too at Bournemouth House key locations</li> <li>• Regular updates on Erasmus+ funding and GH open/closing dates through the Careers and Employability Blog managed by Jade Favyer</li> <li>• Regular posts on Erasmus+ funding and GH open/closing dates through the main BU FB and Twitter via Marketing and Communications</li> </ul> <p>Regarding how students are notified about the fund: the fund is promoted all throughout the year and student life cycle:</p>	<p>JC to speak to Kelly</p>
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<p>2.2.1</p>	<ul style="list-style-type: none"> <li>• Our dedicated Study/Work Abroad pages on the Student Portal</li> <li>• Events: Open Days, September Orientation week session/stand, October Study/Work Abroad festival, Faculty-specific study abroad information sessions (please note that the organisation of these events is led by Faculty if/as they deem appropriate) in the autumn term, Global Experiences Tour in early February (in which the team physically visits each Faculty for a day to have a dedicated stand, flyers, drop ins, etc; HSS was visited too), SUBU events that are appropriate (e.g. a stand in their One World day event (17th Feb)</li> <li>• postings on BU’s social media through Marketing &amp; Comms, and slides on digital screens across BU if appropriate</li> <li>• features in appropriate SUBU Comms.</li> <li>• flyers advertising GH are available all year round at The Edge</li> <li>• <del>our</del> weekly drop ins at The Edge (CF has been in conversations with Elizabeth Rosser regarding having new fortnightly drop ins at HSS/Lansdowne from Sept 15 onwards, subject to <del>our</del> staffing resources then)</li> <li>• Placement coordinators have been asked to copy the library in their placement approval email to students –so we can get in touch with the students advising on GH/Erasmus funding options if/as appropriate.</li> <li>• Academic staff are invited and encouraged to publicise the fund among students –unfortunately at HSS we do not have designated central contacts and channels to distribute email and slide communications within Faculty so academic staff can be kept informed of key deadlines and mention them in their lectures/student meetings if relevant.</li> </ul> <p><b>Recommendations from FAB – Renewals</b>                  Recommendations for Visiting Professor - All renewals were agreed and signed off.</p> <p><b>Dorset Healthcare - Signing of the MoU</b>                  Keith Brown confirmed that BU has signed the MoU (Memorandum of Understanding) with Dorset Healthcare and they are very keen to renew and reenergise links with the University. One possibility at the moment is they are keen to develop nursing homes and have a university designated nursing home with 60 beds on a community hospital site.                  They are currently awaiting CQC reports of inspection and they are hopeful it will have improved on the previous inspection.</p>	
<p>3.0</p>	<p><b>EDUCATION ENHANCEMENT</b></p>	
<p>3.1 3.2</p>	<p>Elearning materials – Not progressed with this yet.                  Meeting with developers next month.</p> <p><b>Workload Model</b>                  ER confirmed that John Fletcher and Jim Andrews are working with a small team on a university wide workload model. They are still working on it and it is hoped it may be completed by Christmas 2015. UET are keen to ensure that absolutely everybody completes a template of their workload and although every faculty has got a different way of managing this, transparency of workload is mandatory according to the new balanced workload paper. DS sent out the template a few weeks ago and they should have been in by the end of September, so ER thanked all of those who have completed this and requested that those who haven’t, to submit as soon as possible. It is hoped to have a</p>	

<p>3.3</p>	<p>university wide model in the fullness of time and the plan is that it will be out by Christmas. There will hopefully be a comparative worked on across the faculties. There is no perfect model but it is essential to ensure some parity across the faculty.</p> <p><b>Study days/Master-classes</b> The faculty has been discussing about how master-classes and events held in practice are linked to the strategy going forward, because some attract income and some don't and with those that don't, it is important to justify any support offered. An approval system has been set up whereby forms go to DS for initial approval and if DS is not sure, Core Exec will sign off. This is for any events that you are being put on and it is costing money. The form that was devised is just monitoring events that are taking place, publicising them and making sure that sufficient number are attracted to make them cost effective. Some information has already gone on the blog to raise awareness of things that need to be done.</p>	<p><b>ACTION</b> JC to put on the blog</p>
<p>3.4</p>	<p><b>Study leave policy</b> As you are aware there is no fusion funding for study leave so the faculty exec were really concerned about how best to support many staff who are wanting to complete their doctoral study and other projects they have been committed to, so a proposal has been set up to assist. The Policy will be circulated. Suggestion is that the study leave will be considered, normally for a period of 6 weeks pro rata.</p> <p>In order to determine the priorities when assessing the requests, the FHSS Executive team has agreed the following criteria:</p> <ul style="list-style-type: none"> <li>• Writing up stage of a doctorate, with the supervisor's agreement that this is the right time and mutually agreed clear targets</li> <li>• Haven't had study leave in the previous three years</li> <li>• Individuals returning from maternity leave, long term sickness or absence</li> <li>• As reward from having undertaken a role of significant responsibility over a period of time (e.g. programme leadership)</li> </ul> <p>The process will be:</p> <ul style="list-style-type: none"> <li>• Discuss with your supervisor if doing a doctorate, your team leader and your team</li> <li>• Complete an application form</li> <li>• Provide evidence of agreement from your colleagues and any resourcing implications</li> <li>• Identify your planned outcomes (measurable and specific)</li> <li>• Submit to Faculty Exec.</li> </ul>	<p><b>ACTION</b> Circulate study leave policy &amp; application form</p>
<p>4.0 4.1</p>	<p><b>Deans Report</b> – You should have all seen my report which has been circulated and placed around the noticeboards.</p> <p>ST told the meeting a little about his background. He has worked in Healthcare for 30 years and worked in higher education for 18 years.</p> <p>Education, clearly here we have a lot of commissioned programmes in the</p>	

	<p>health profession and you will have seen the debate around the funding of those, what is known as the benchmark price. Universities UK along with the Council of Deans put in a submission about a proposal for future funding of health care programmes. We will need to await announcements</p> <p>It is absolutely critical that we have strong relationships with our mentors and supervisors in practice. Bournemouth has a strong reputation for delivering good quality practitioners.</p> <p>Over the next few months to meet medical directors, nursing directors, talk to our local trust, local government and local authorities to engage to see what other work we can be doing with them and see what other funding opportunities are around the academic health sciences network (AHSN).</p> <p>On that, clearly we have had some good research grants successes and they continue to grow. We have seen the number of applications going in go down over the last six months, so from April until now. Unfortunately when you compare where we were previously, we normally see quite an increase around this time of year but actually the numbers of applications have gone down. We need to understand why that may be. I met with the RKEO office team and they talked about some of the reasons but again, are there impediments, are there things in the way, how can we help free peak capacity to allow people to continue to apply. What can we do to do things more efficiently and create capacity? If you have got ideas, I would be really keen to hear those and any of us.</p> <p>The Teaching Excellence Framework green paper comes out at the end of this month. We want to position ourselves as a University as strongly as possible. As a Faculty, there are programmes in this Faculty that are doing excellently, with some 100% satisfaction. There are some bigger programmes that are getting really high satisfaction rates. We need to maintain that and continue. Are there things that we are doing where we can improve?</p> <p>CEL has offered to come and help us do that. GT, now in her new role will be coming to our School Exec meeting. Elizabeth has been asking our Programme Leaders to develop action plans that drill down on the results of the qualitative/quantitative feedback that we had from students and to come up with actions that might improve that student score. We will be reviewing those as well. I am confident that we can continue to improve.</p> <p>A couple of extra good news stories      Congratulations to Dr Sue Way, who has been elected Chair of Royal College of Midwives Board. She will be holding this prestigious RCM post for a two-year term.      BU ranks in the bracket 401-500 in THE global university ranking.      BU has been awarded the Athena Swan Bronze award – HSS should be silver but we need to continue to work on that as well.</p> <p>ER confirmed that the University have adopted the HSS Faculty's academic advisor policy and rolled this out across the university and the academics see this as an added burden. Whilst it is recognised that HSS staff take on this additional workload, considerably so for some programmes, the role of an academic advisor can make a considerable difference to student satisfaction</p>	
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and influence the NSS scores. ER informed the committee that the Academic Advisor role will now be an accepted element of most academic's portfolio of work and so needs to be implemented to the best of their ability.

ER reinforced that changes of timetabling are monitored through herself to keep them to a minimum. ER confirmed that space is a challenge but it needs to be recognised that many of our students come from a distance and so it is important to keep any timetable changes to a minimum. As stipulated last academic year, it may be that the faculty needs to extend its working day or extend to delivery on a Saturday. If this is required that plenty of notice will be given. JC and DS were surprised that there were a lot of timetable issues. They are aware of some but not that many. If staff have timetable issues they need to let JC know and identify what action is required. SW has asked staff for information.

### **Global Engagement**

Malcolm McIver, Associate Dean for Global Engagement, introduced himself and told the meeting about his background.

He has spent the last 30 years in academia. Prior to the last 30 years he spent in academia, he also spent 11 years working in nursing practice. His professional background is in nursing, particularly learning disability nursing.

Aim and purpose of the global engagement plan:

Six key areas

1. Collaborative partnerships – intention is that over the next 3 years BU will identify six key strategic partners for the University and ideally every faculty will have one key strategic partner. This does not preclude other partnerships
2. Recruitment – it is necessary to raise the level of international recruitment to the faculty. There are a number of programmes that are attractive and do recruit to but we have other programmes that are equally attractive that could be recruiting more students.
3. Mobility – There is the intention to increase the amount of mobility between partners and outside. The University is keen to engage more students to experience a semester abroad, and ~~we want~~ more staff exchanges as well. Staff get the opportunity to work overseas and the University gets the opportunity to experience some international staff who come and work at BU.
4. Education and the student experience at BU is about making the experience of the students here at Bournemouth more international. It is about developing global talent.–It is about ensuring that when BU students graduate, from whatever programme, they have an understanding, the knowledge and the skills to function within a global market.
5. Research Collaborations – This is something that the faculty is actually quite good at. There are a number of very good research evaluations but it is important to expand that
6. Professional Practice – This is about rolling out fusion, about introducing fusion to professional areas of practice internationally. Not just about having collaborations with higher education institutions, in addition, it is important to look to develop

<p>4.2</p> <p>4.2.2</p> <p>4.3</p>	<p>collaborations within industry whether that industry is pharmaceutical, whether it is health care delivery, whatever it is. If it is an industry that relates to HSS faculty, then it is important to seek to develop partnership within it.</p> <p>Those are the 6 keys areas that global engagement plan is focusing on in order to achieve this.</p> <p><b>ACTION</b> – Put MM details on the blog.</p> <p>Student Representative Reports - to be included in ER report</p> <p><b>SUBU – Ellie Mayo-Ward</b></p> <p>EM-W assumed that the membership had read her report. For those of you who don't know, this a cumulative report for the entire year. AM-W acknowledged that HSS has received good with teaching effectiveness, which is pretty spot on and that is the highest satisfaction across pretty much everything in the SOS student survey. The report is for all levels i.e. Level C, Level I, Level P, Level H and M. Teaching effectiveness is considered across all of them.</p> <p>Course Specific Learning is very good for all apart from Masters (across the University), same with Library Learning resources.</p> <p>The Quality of Academic support is consistently good across years. Generally it is all pretty consistent and pretty good. Nothing apart from Masters tends to go below the 60% range. HSS tends to be the best. It is consistent and well received by the students.</p> <p>Overall they are pretty happy with their experience. Tends to be things like having hot food available, better accommodation, high structural level things. The day to day teaching is always excellent.</p> <p>The SOS student survey is being changed as it is deemed not to have various issues that need addressing, it is lengthy student responses could be improved. It is very valid but not as useful as it could be. Changing it to a new system called SIMON, (Simple on line feedback form) which is an online feedback form which is much simpler. This will impact on the way student reps are trained. It is much smaller, takes 15 minutes and it is also available for students themselves to fill out. The aim is for the student rep to go and talk to their students in depth about what their issues are and what the issues behind those issues are which isn't always easy to get. The focus will be on the qualitative data now getting real reasons why students have issues. Hopefully it is a good change.</p> <p><b>ER presented the Education report</b> – Hopefully all read the education report</p> <p>Few updates since she wrote the report.</p> <p>New programmes – contrary to the last couple of years when the faculty has seen a review and development of many programmes, there are only two new programmes being proposed: MA Sociology led by Professor Ann Brooks and MSc in Skin Cancer, proposed to be developed by a consultant surgeon from Poole NHS Foundation Trust. There is a new process to approve new programmes due to the introduction of the Competition and Markets Authority (CMA). It will a much leaner machine and requires less intensity of work. The CMA have made it illegally prohibitive for us to market programmes when they are in the development phase and they can only be marketed when they have been validated. All new proposals will be required to be approved by Faculty Executive and to go through FAB. The process has gone through Academic</p>	
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	<p>Standards Committee yesterday and will be taken to Senate very shortly and then will be out for everybody to have a look at.</p> <p>ER requested a staff member to come forward to lead the newly proposed MSC Skin Cancer. So if anyone is interested in taking on a programme leadership role, ER would be very happy to discuss the role with them.</p> <p>PREP Activity – Thanks were extended to all of you for 96% compliant. ER expressed her gratitude to all who had completed it to date. There are 4% of who have yet to complete it and it is not too late.</p> <p>Peer observation of your teaching is key aspect of PREP so everyone needs to engage in their observation, at least one per year. This year’s activity is yet to be decided.</p> <p>NSS – ER expressed her congratulations to all staff on the results. Nevertheless, all programmes will be required to draw up an action plan for the way forward to maintain the 100% and enhance the others. The VC or one of his team will visit the Faculty Executive on 25<sup>th</sup> November to discuss the plans.</p> <p>There have been a number of changes to academic regulations and ER requested that every academic read the changes. If you are chairing or attending exam boards it is important to update.</p> <p>ER confirmed that she is working toward removing prep boards and that will happen in the fullness of time and it is important to help new programme leads understand what the responsibilities are. ER was resolute in making sure that the relationship between academics and administrative staff are enhanced over this academic year and not languish in a blame culture. ER acknowledged that she was impressed with the exam board processes on the whole but more can be done to improve them.</p> <p>At the first ESEC Education Student Experience Committee centrally they have approved anonymous marking from immediate effect however, what wasn’t considered at the Committee was the administrative infrastructure to permit that to happen. Work is being done with administrative colleagues to ensure that Turnitin can facilitate anonymous marking but that is not the way it is set up at present. There is a lot of work to be done.</p> <p><b>Student Voice/Student Experience</b></p> <p>BD is now in the Faculty of M&amp;C but she has given her report which was on ESAB. Drinks reception went well and the students were really lively and a there was a good turnout. The senior management is still in the process of engaging in the question and answer sessions for students. Some students had loads of questions mostly about flushing toilets and temperature of showers. Nevertheless very important to the students. More sessions to come.</p> <p><b>Election of Student Representatives</b></p> <p>All is going well. Andrea Lacey will help with any queries.</p> <p><b>MUSE (Mid unit student evaluation)</b></p> <p>The Deputy Vice Chancellor very keen to ensure that everybody engages with</p>	
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	<p>MUSE but for our faculty it is quite a challenge because some of our units start later. MUSE week will be the 9<sup>th</sup> November and the plan is that the results are fed back to the unit team within a week after they have been collected. This means that unit leads will be expected to address any issues that arise prior to the Christmas recess and the NSS survey in January. That is a real key part of the academic calendar now. The results of MUSE has to be put into all unit monitoring reports and they can be used as evidence in support of staff pay progression and promotion.</p>	
4.4	<p><b>Deputy Dean for Research &amp; Professional Practice Report</b>  EVT gave a summary of VH report and highlighted key issues.  Approval of Research Centres  Re-assess existing centres to confirm that they should continue to be supported.  Research Bidding – Make system simpler  Approval of Research Centres  Research Excellence Framework  Open Access – Funders rules and regulations.  Open Access week – 19<sup>th</sup> – 25<sup>th</sup> October. There will be a dedicated HSS day on 22<sup>nd</sup> October.  Writing group – As Bethan is leaving this is being passed to Simon Dyall.  Writing week will take place in the 1<sup>st</sup>/2<sup>nd</sup> week in January.  BRIAN will be linked open access. You will get more information on the 22<sup>nd</sup> of October from RKEO.</p>	
4.4.1	<p><b>Research Bidding</b>  ZS/LGA wanted to introduce a new MyBU community that has been created over the summer. All the documentation has been collated and there is mandatory documentation such as the intention to bid, also really useful resources and other guidance that might help staff in their bidding.  All staff should now have access to the community and should find it under ‘communities’. Search for support and resources.  Hopefully logically structured the resources will help with getting started, before getting funding, after receiving funding and then impact.  Please explore and give feedback. It is going to be evolving over time.  Who to contact, the simple guide to research processes is really useful. Follow the diagram. NHS trust contact details are there. Impact section and central resources.  In summary:</p> <ol style="list-style-type: none"> <li>1. Competitions market</li> <li>2. Revisions to academic regs</li> <li>3. Student early statistic summary</li> <li>4. Links</li> </ol>	
4.5	<p><b>Academic Services – Christine Fowler</b>  Competitions and Marketing Authority (CMA) guidance which people should familiarise themselves with.  Revision to academic regs that Elizabeth has already described  Student early statistics survey which is coming up soon  Student mobility funding – all of this information is in report, website links contact names, phone numbers so anything you need to know just pull up AS report in the ESAB and you will find it there.</p>	



<p>5.0</p>	<p><b>Minutes of sub-reporting Committees - No Comments</b></p> <p><b>Policy for employment of 3<sup>rd</sup> party Deirdre Sparrowhawk</b> – The faculty is preparing a policy for employing 3<sup>rd</sup> party people who teach on units, programmes and that is being developed and not finished yet. It has been through Exec they have asked to make some changes. It is really around quality assurance and HR right to work in the UK which links in with the fact that passport changes have taken place. The Policy will be coming out. It is not labour intensive, as most of what is being asked is already being done, it is formalising that process.</p>	
<p>6.0</p>	<p><b>HR Clare Clayton</b> – There is a misconception that something has changed with the passport process. It hasn't changed and what is required, if individuals are employing somebody it is necessary to check the original documents and have them there. It is not a mandate instigated by HR, it is a legal requirement. The University is audited and we will fail the audit if the original documents have not been examined.</p> <p><b>ACTION</b> send document from CC</p>	
<p>6.1</p>	<p><b>Items raised by staff</b></p> <p>Pay progression and promotion – This has been deferred to the meeting in February.</p> <p>Any questions, please contact HRacademicpromotions</p> <p>In the future it is hoped to implement drop in sessions for staff to talk through their applications against the academic careers framework matrix. Applications can be scrutinised and feedback given informally.</p> <p>HR academic promotions – look out for sessions advertised on the blog. It was asked if there was a list of people who have been promoted but, it has not finished yet for this year and we should know by the end of the month.</p>	
<p>6.2</p>	<p><b>Senate report</b> – We had more nominations than we had in the past and the results were published on the 7/10/15. Dr Sara White and Michele Board got the most votes so they were successful.</p>	
<p>7.0</p>	<p><b>Framework developments</b> – As you know, HSS ESEC has now been adopted across the university and that means that faculties are required to mirror the membership of the central committee. It was announced that the Independent member will be dropped from Faculty Academic Standards Committee. They are monitoring attendance at all the faculty committee meetings.</p>	
<p>8.0</p>	<p><b>Collaborative Provision</b></p> <p>Andy Mercer acknowledged that KB has already mentioned the MoU with Dorset Healthcare.</p> <p>Much work is being done collaboratively with Dorset Healthcare. There was a group called the University Department of Mental Health which was established. It has been in abeyance because of some of the issues with the Trust and the CQC report being published tomorrow (9<sup>th</sup> October). There is a sense that the Trust feels confident about the outcome of that report, which is why BU can move forward with the Partnership. There was a meeting earlier this year with GT about reviving the University Department of Mental Health in</p>	

	<p>a slightly different format. Some partnerships are still going but it is only Yeovil College that we have a foundation course running. There are some new partnerships developing so AM will continue to liaise with Clive Matthews. Finally, legal services have now returned MoU for a new partnership with Dorset Mental Health forum which is actually quite significant in developing mental health activity but is not exclusively for nursing.</p> <p><b>Items for approval</b></p> <p>9.0 Completed forms were presented for approval. It was acknowledged that for renewals the Committee should look at how the continuation provided contribution and added value.</p> <p><b>New Visiting Professor</b></p> <p>9.1 Professor Narasimman Swaminathan – Proposer CC Dr Thomas Kenny –Proposer PT/VH.</p> <p><b>Renewal Visiting Professor</b></p> <p>9.2 Recommendation for approval to Vice Chancellor Professor Catherine Hennessy</p> <p><b>New Visiting Fellow</b></p> <p>9.3 Dr Helena Boschi Dr R Jonathan C Turner</p> <p><b>Renewal Visiting Associate</b> Jill C M Ireland</p> <p><b>Renewal Visiting Fellow</b> Dr Phil Rushton John Paisey</p>	
10.0	<p><b>ANY OTHER BUSINESS</b></p> <p>ULT Away-Day – please have a look at the slides on the I drive</p> <p>Athena Swan – the University has been awarded a Bronze Award and more meetings have been set up to move forward on a Faculty Silver Award. Anyone interested in joining please talk to Sara White</p> <p>RKE – Activity codes – Important that Activity codes and school codes are utilised so that when it comes to the audit it makes life so much easier to cross reference the funding sources.</p>	
11.0	<p><b>Future Meeting Dates</b></p> <p>Next meeting 4<sup>th</sup> February 2016</p>	

**BOURNEMOUTH UNIVERSITY**

**UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE**

**UNCONFIRMED MINUTES OF MEETING HELD ON 30<sup>TH</sup> SEPTEMBER 2015**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

Section 8                      Faculty Research Degrees Committee Terms of Reference

**2. APPROVALS**

See Section 2                      URKEC Terms of Reference

**3. OTHER RELEVANT ACTIONS**

See Section 5                      Graduate School Update

See Section 6                      Student Engagement with research update

See Section 9                      PIRLS 2015 Survey data

See Section 10                      Updates from sub-committees

See Section 11                      Any Other Business

## Minutes of a meeting held on Wednesday 30<sup>th</sup> September 2015, 15:00, The Board Room, Poole House

Present: John Fletcher, Christine Fowler, Edwin van Teijlingen, Graham Beards, Iain MacRury, Jim Roach, Julie Northam, Matt Bentley, Stephen Page, Tiantian Zhang, Vanora Hundley, Joanne Schofield (Clerk)

Apologies: Michelle Heward, Christopher Richardson

### 1 Minutes of the meeting held on 6<sup>th</sup> May 2015 (Chair) RKE-1516-1-001

1.1 The Chair welcomed members to the meeting and heard apologies from members who were unable to attend. No matters were discussed that were not covered elsewhere.

1.2 The minutes of the meeting held on 6<sup>th</sup> May 2015 were agreed as largely accurate apart from the points below and the following Actions from that meeting were noted as follows: -

2.1 Thoughts and ideas about the research theme review were to be emailed to John Fletcher. J. Fletcher confirmed that he had had an email from V. Hundley

5.1 Changes requested to be made to the Data Management Policy were to be circulated to URKEC for approval and that had now been accomplished

8.1 Julie Northam noted that the KTP Steering Group is Chaired by Rachel Clarke, not R. Edwards as noted in the minutes

9.1 The set of descriptors that J. Fletcher and J. Northam produced had been subsequently approved and circulated

9.1 J. de Vekey has now been included in the URKEC mailing list

### 2 Annual approval of terms of reference for URKEC and its sub-committees RKE-1516-1-002

- 2.1
- URKEC
  - REF Committee
  - HEIF Committee
  - Research Concordat Steering Group
  - KTP Strategy Group

The Terms of Reference were agreed to be annually approved.

Some minor amendments to job titles were made.

2.2 T. Zhang noted that in the Terms of Reference there is no link between the Faculty RKE committees and the University RKE and that URKEC should receive the minutes of the Universities committees. She stated that she thought URKEC's TORs should reflect the need for the Faculty RKE committee minutes to be received by URKEC.

<b>ACTION:</b> J. Northam to amend the URKEC TOR to note FRKEC minutes to come to URKEC
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<b>ACTION BY:</b> J. Northam
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### 3 KTP Update (R. Clarke) Verbal Report

3.1 It was confirmed that the KTP scheme is now 40 years old and that it provides a real boost to the local economy. Innovate UK are the government agency that is the main hub organisation however there are other funders. Currently there are five active KTPs all in SciTech totalling £628,000. Many academics are enthusiastic about the scheme, however without an industrial partner projects cannot progress and this has led to fewer KTPs in the University in more recent years than had previously been the case.

Workshops and business engagement events as well as training academics in how to engage with industry have been initiated to encourage a higher take up of the KTP scheme in an effort to boost numbers.

The external KTP landscape had also changed and will change this year too. All Faculties have KTP activity but the business need is imperative to the scheme and this is a factor over which there is no control. It also explains why all current projects are in SciTech given their alignment with industry. The criteria have changed and have now become more specific and so subjects such as marketing are no longer as appropriate. There was a discussion as to how KTPs growth could be stimulated, especially in other Faculties.

Externally 330 partnerships have been created in Innovate UK to be prepared for the future. A new advisor has recently come into post and the emphasis is now on better quality, turnover and increasing profit returns alongside the ability to demonstrate impact.

Engagement with the increasing number of small and medium businesses in Dorset, Wiltshire and Hampshire (our region) has identified the need for strong proposals as they have high growth potential. In future there will be a new cap of two KTPs in each round in each region. Also the number of calls each year has reduced to five whereas previously there have been six. Key to successful projects will be business benefit.

To determine the future the Government's Comprehensive Spending Review's impact will need to be assessed.

The REF is an excellent way to show impact case studies as well as occasional themed calls – currently we have two of these in the themes of stratified medicine and cyber security. There was a call to maximise our involvement in the latter.

There have been over 100 KTPs in BU to date.

A project dealing with assisted living is going forward. This is a joint project between SciTech and HSS working together as they are good in different areas and it helps the project stand out from the crowd.

The Chair noted that there is still scope for improvement. The KTP Academic Development Scheme has been run with two cohorts in the last academic year. Academics review research, what can be applied to industry, collaboration etc. with a view to submitting within a year of attending the scheme. However the lack of industry contacts needs to be addressed.

#### **4 Annual review of Key Performance Indicators/Performance Indicators (Chair) RKE-1516-1-003**

##### **4.1** The Chair noted the focus on academic strength related to the first indicator (KPI1), a combination of 15 PIs including the set for research and KE.

The Chair confirmed that PI2, measuring research and KE income, is now to be measured over a rolling three year average.

PI1 looks at the proportion of staff with two or more REF 2\* or above publications, but this doesn't reflect BU's aspirations of higher quality publications. The University is also looking at the possibility of introducing a subset of three new PIs for publications focusing on open access, the number of 3\*/4\* publications and international co-authored publications.

The improvement in the REF is not reflected in the PI1 performance.

A discussion was held as to how the view of the quality of research is communicated to staff through the appraisal and promotion processes and throughout the year. The University wants to demonstrate an increased volume and quality of research, but also doesn't want to demotivate staff from engaging with research and striving for the research excellence.

It was noted that although there is potentially a large list of people who could contribute to the REF, ultimately only a proportion of those will be selected.

## 5 Graduate School Update (T. Zhang)

Verbal Report

- 5.1 The latest developments from the Graduate School included the revised Codes of Practice for Research Degrees this year and the need was felt to clearly communicate these changes to the research students and their supervisors.

There had been a comprehensive Research Pad review and enhancements have recently been implemented with an updated software release. There is no mail feedback, T. Zhang stated so the system was now more stable and a better experience for supervisors.

There had now been a complete studentship/scholarship round and PGR recruitment was now also finished. It had been a more effective recruitment with a change in the admissions process. As a result there were 74 new starters this term together with over 70 additional PGR researchers expected to start in January 2016 (with approximately a third of which were studentships). The total number of students had not changed, with the net numbers staying more or less the same from one year to the next.

There was then a discussion about where the new PGR researchers would work as space is currently limited, and the Chair noted the need for a 'Faculty-wide' approach, where PGR researchers from one Faculty could use space in other Faculties' buildings. It was agreed that S. Page would look into the matter for his Faculty. Presently there is a lot of hot-desking, with the researcher being given a laptop but no permanent desk, new PGRs are given the option of accepting a desktop or a laptop PC. The Committee advised that it might be better for the default to be a laptop and hot-desk rather than a desktop and a fixed desk. The Chair noted that the University is due to be given the keys to get access to the new FB1 building in March 2016 and then there might be more flexibility of space. He is pushing for new developments on the Lansdowne campus which would give HSS more space. The policy had been to promise less and then try to over deliver on that by offering a laptop or a desktop computer, pushing for the laptop option in order for the researcher to hot-desk but that policy needed revising.

<p><b>ACTION:</b> S. Page to look into the matter of restricted space for PGR researchers  <b>ACTION BY:</b> S. Page</p>
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T. Zhang noted the disappointing results from the recent Postgraduate Research Experience Survey (PRES). It was confirmed that all Faculties (except FMC) have submitted a plan specifically stating the actions that would be undertaken to act on the results and improve the PG student experience. I MacRury confirmed that FMC would not be submitting a separate action plan as the actions were subsumed within the existing SU action plan.

## 6 Student Engagement with research update (J. Northam)

Verbal Report

- 6.1 It was noted that there had been success with the amount of student engagement with research programme of activities led by RKEO in 2014-15, especially with undergraduates.

There is a programme of activities which is underpinned by two aims: i) increasing collaboration between UG students and academics, and ii) engaging PGRs with the programme as a means of inspiring UG students with FUSION co-creation and more

experienced students teaching younger, less experienced undergraduates giving them a positive view of BU research. Many events had been held to help facilitate this including support for the SURE conference where undergraduate research excellence was showcased and excellence highlighted; 14:Live, a series of lunchtime talks in Poole House where researchers are encouraged to come and talk about their research; research stand at the freshers' fair and careers' fair as well as throughout the year at both sites of BU; and the inaugural research photo competition where researchers were encouraged to enter a photo that represented their research and entries were judged by UG students. The cost of this initiative had been c. £5k plus the cost of the salary of the student engagement coordinator officer (BU placement student).

Evaluation was conducted in summer 2015 and key findings included: i) the key thing that engaged student with BU research was impact; ii) the UG students felt that the activities they engaged with did positively change their perception of research; iii) the hands-on science tests were well-received by students; iv) having the PVC present at the research photography competition was well-received; v) This was key in helping with research impact as well as student engagement. It also helped the PGRs as they liked being involved, helping to motivate and inspire others and they found it interesting.

There is also the science tent event which had a similar effect and advantages. It has helped reinforce the #BU proud as well as creating impactful research.

The type and volume of qualitative comments about research that were returned to the NSS 2015 were similar to last year. J. Northam noted that it was too early to notice a significant impact of the student engagement activities with the NSS 2015 as many of the activities did not commence until January and the NSS opened soon after this. Activities in 2015-16 had already commenced.

The plan for 2015-16 was to continue to run the activities and events that worked well last year, as well as introducing new activities including a research film festival Future events include using short research films in a new competition to gain undergraduate votes; a monthly 'Research Spotlight' initiative, and promoting advertising one of the research photos one each week.

<p><b>ACTION:</b> To circulate the 'Research Spotlight' video for September to URKEC.  <b>ACTION BY:</b> J Northam</p>
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## 7 Faculty RKE Committee Terms of Reference

RKE-1516-1-004

### 7.1 Main responsibilities covering leading, promoting and the review of knowledge exchange within Faculties, developing strategies, reviewing actions, implementing research centres and maintaining a record of research clusters within the Faculty still stand.

The TORs would need to be updated to reflect: -

- It's oversight of the Faculties Research Committees
- the Deputy Deans for Research and Professional Practice agreed that FRDC should report to the University Research Degree Committees
- the Chair can invite elected representatives
- research in departments is missing
- membership of FRKECs to comprise at least two elected members of the professoriate who would be expected to feed back to their associates
- UOA leaders need to be included in membership, along with the business accountant, a librarian and an Ethics Panel representative
- Three meetings a year
- Should report to URKEC
- Minutes should go to URKEC

A discussion was held the UOAs and it was noted that there are parallel lines through the URKEC sub-committees. The majority of those nominated would come from the Faculty. There was a suggestion that if they were to go to UOA2 it should go through the Chair.

**ACTION:** Changes to TOR to reflect changes detailed above  
**ACTION BY:** J. Northam

## 8 Faculty Research Degrees Committee Terms of Reference RKE-1516-1-005

- 8.1 Further to a discussion regarding the TORs it was agreed: -
- the management and support should be provided by the Graduate School;
  - a professoriate representative is no longer required;
  - 'a representative of the Graduate School' should be changed to 'the Head of the Graduate School or a nominated Graduate School manager';
  - all PGR supervisors should be invited to attend the meetings;
  - an ethics Panel representative should be a member;
  - two PGR student representatives should be members; and all exceptions should be gone thorough at the meetings.
  - Meetings will be quorate when 50% +1 member are present.
  - Meetings should be held three times a year
  - The reporting line to change to URDC in the Graduate School

The draft terms of reference for the Faculty Research and Knowledge Exchange Committee and Faculty Research Degrees Committee were discussed by URKEC. A number of changes were recommended, particularly to the membership and also to the main responsibilities. One significant change that all URKEC members requested was for the Faculty Research Degrees Committee to report into Senate via the Graduate School University Research Degrees Committee, rather than via the Faculty Research and Knowledge Exchange Committee and URKEC. This change requires Senate's approval.

**ACTION:** Find out the proper term for the named lead of professional doctorates and rewrite the TORs accordingly. To update both sets of terms of reference and for URKEC to agree via email before the final drafts are sent to Jacky Mack (Academic Services)  
**ACTION BY:** J. Northam

## 9 PIRLS 2015 Survey data (J. Northam) RKE-1516-1-006

BU's responses to the results of the national Principal Investigators and Research Leaders (PIRLS) survey have now been received. There were 58 responses out of a possible 160 (c. 36%). J. Northam has produced a report that had been shared with URKEC and the Research Concordat Steering Group. The results have also been sent to everyone who is a PI in RED or a Co-I as well as Deputy Deans and REF UoA leaders. There were 58 responses out of 160.

Members were encouraged to review the results for their Faculties and discuss at the forthcoming Faculty Research and Knowledge Exchange Committee meetings. As results were different for each Faculty, there is a need to share best practices. If more data are needed it can be requested from J. Northam.

**ACTION:** To discuss PIRLS survey data at Faculty Research and Knowledge Exchange Committees  
**ACTION BY:** DDRPPs



## 10 Updates from sub-committees Verbal Reports

- REF Committee (E. van Teijlingen)

There are a number of potential new UoAs: - 11, 12, 22-, 23, 24, 25, 29 – and their viability was being considered by the REF Committee with a possible further two that have a lesser chance of success. Currently liaising across the UoAs to start a light-touch REF interim review process which will take place in the autumn. Staff have been requested to apply for a unique ORCHID I.D. that will help identify their publications. External reviewers for forthcoming REF reviews were being recruited.

- HEIF Committee (C. Richardson) – not present

- KTP Strategy Group (J. Northam)

The new KTP strategy is currently being reviewed by the group and would be shared with URKEC in due course but this may be affected to a large extent by the Government Comprehensive Spending Review which will detail any changes to education funding. The external KTP Adviser had advised that the forthcoming CSR would result in a greater need to improve the impact of KTPs, including demonstrable return on investment. The KTP Academic Development Scheme was also under review and a KTP Associate Recruitment Guide was also being written.

- Research Concordat Steering Group (J. Northam)

CROS and PIRLS survey results have already been discussed and would feed into the updated action plan in the autumn. How the data are used will be added to the action plan. The BU Code of Practice for the Employment and Development of Research Staff had been updated and would be launched soon.

## 11 Any other business Verbal Reports

- 11.1 The Chair noted that he had met with the Chairs of the Ethics Panels and the Chair of the University Research Ethics Committee and they had discussed the need to revitalise the membership, increasing the numbers of members due to the low attendance levels at meetings.

They had also discussed the number of projects being reviewed by the Panels in the last year and noted that of the 2,500 research projects at the University last year, only 250 had been reviewed at Panel. There were also a large number of projects that had not completed online ethics checklists; most of these were likely to be UG/PG student projects.

The Chair reinforced the need for every undergraduate and postgraduate project to have gone through the online ethics checklist so they are not in breach of policy and urged members to promote the need to engage with the Panels.

**ACTION:** To provide Research Ethics Panel meeting attendance to Deputy Deans for Research and Professional Practice  
**ACTION BY:** J. Schofield

- 11.2 The Research Staff Association would next meet on 28<sup>th</sup> October 2015 at the EBC for a coffee morning from 10-11am. There will be a report back from that at the next meeting. M. Heward and M. Mbah were working on a programme of activities to encourage greater networking and collaboration between BU research staff.

- 11.3 I. MacRury raised the topic of the Faculties restructure and said he thought one of the reasons for the restructure was to bring consistency between Faculties. He queried whether this was happening and stated he thought there was a risk that they would remain in a position where Faculties self-determined actions. He requested a further meeting between Faculties to talk about this issue. The Chair said he would like to attend this meeting.

- 11.4** C. Fowler noted the new appointment of a Research Data Management officer across the University who has specific responsibility for RDM (Michael Board).
- 11.5** T. Zhang enquired whether BU have now officially withdrawn from the University Alliance. J. Fletcher confirmed that BU would be pulling out of its relationship with UA gently over the next year.

**Date of next meeting: 27<sup>th</sup> January 2016**